

2018-19 Evaluation of Teacher Excellence Initiative (TEI)

Department of Evaluation and Assessment

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2018-19 Evaluation of Teacher Excellence Initiative (TEI)

Approved Report of the Department of Evaluation and Assessment

EA20-539-2

February 2020

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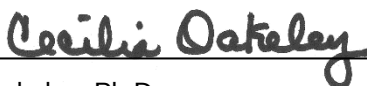
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2018-19 Evaluation of Teacher Excellence Initiative (TEI)

Project Evaluator: Mitch Barton, Ph.D.

ABSTRACT

In 2014-15, the Dallas Independent School District (Dallas ISD) began implementing the Teacher Excellence Initiative (TEI), an integrated system that replaced the previous tenure-based compensation system. In 2018-19, the TEI budget totaled \$553,563,586, an increase from \$548,568,735 in 2017-18.

From 2016-17 to 2018-19, teachers with an effectiveness level below Proficient I left the district at higher rates than those at lower levels, indicating Dallas ISD retained effective teachers at higher rates than less effective teachers. At the same time, the overall teacher retention rate remained steady over the three years. Notably, 93 percent of teachers that received an Unsatisfactory effectiveness rating in 2016-17 either left the district (74%) or improved their effectiveness level (19%) by 2018-19. Similarly, 73 percent of teachers who received an Unsatisfactory effectiveness rating in 2017-18 left the district (51%) or improved (22%) by 2018-19. Like past years, 1) teachers who remained in the district performed better than those who left, 2) first-year and strategic pipeline teachers performed notably below district averages, and 3) teachers at majority White campuses outperformed those at majority Hispanic and majority African American campuses. In 2018-19, specialty campuses performed above district averages in most cases.

Key trends from 2016-17 to 2018-19 included 1) *trended upward*: average summative performance evaluation scores, average evaluation scores, percentage of teachers who received the maximum number of SLO points, and the percentage of DTR teachers; 2) *remained consistent*: total and teacher-level student achievement scores, correlations among the TEI components, overall rate of teachers who left the district, and higher rate of low performing teachers than high performing teachers leaving the district; and 3) *trended downward*: overall rate of Unsatisfactory and Progressing II teachers leaving the district.

Recommendations were to 1) determine whether the increase in TEI scores from 2016-17 to 2018-19 was primarily a result of improvements in teacher performance or due to administrator pressure to increase scores, 2) continue efforts to compensate teachers based on classroom effectiveness rather than a traditional tenure-based compensation system, 3) review TEI results to address possible inequities in the district, 4) limit placing first-year- and strategic pipeline teachers at the lowest performing campuses and ensure that these teachers receive adequate mentoring and support, 5) continue expanding professional development opportunities for teachers, 6) review findings from the 2018-19 TEI evaluation to determine whether additional professional development or rubric calibration is needed, and 7) use TEI data to determine which university and pipeline programs are producing the most effective teachers.

PROGRAM DESCRIPTION

Background Information

The Teacher Excellence Initiative (TEI) is a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 to boost student learning by improving teacher effectiveness.¹ TEI replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence. Teachers are evaluated each year based on performance (e.g., spot observations), student achievement, and student experience surveys. Effective teachers are provided the opportunity to significantly increase their salaries in a shorter period compared to a traditional tenure-based compensation system.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to assess the effectiveness of TEI to define, support, and reward teacher excellence. Specifically, this evaluation addressed the following questions:

1. What was the 2018-19 TEI Budget?
2. What were the program components of TEI?
3. What were the characteristics of teachers evaluated under TEI?
4. What were the results of the teacher performance component of defining excellence?
5. What were the results of the total student achievement component of defining excellence?
6. What were the results of the student experience component of defining excellence?
7. What were the correlations among the defining excellence components?
8. What were the results of the Distinguished Teacher Review process?
9. What were the results of the rewarding excellence (compensation) system of TEI?
10. What were retention rates for teachers?
11. What were the results of TEI by high school feeder pattern and by network?
12. What were the results of TEI by teacher groups?

When applicable, each section of the evaluation also includes a comparison of the 2018-19 TEI results to the results from 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019).²

¹ In 2009, the Dallas ISD participated in the Measures of Effective Teaching (MET) project to test new methods of measuring effective teaching. The major findings of the MET project were that 1) teacher evaluation systems should measure effective teaching by setting expectations, using multiple measures, and balancing weights; 2) high-quality data should be collected by monitoring validity, ensuring reliability, and assuring accuracy; and 3) [districts should] invest in improvement by making meaningful distinctions, prioritizing support and feedback, and using data for decisions at all levels. TEI was developed based on the work from the MET project. More information regarding the MET project can be found at <http://www.metproject.org/>.

² The 2016-17, 2017-18, and 2018-19 TEI evaluation reports can be found at <https://www.dallasisd.org/Page/42559>.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the 2018-19 TEI budget?

Methodology

TEI program leadership provided information about the TEI budget and funding sources.

Results

From 2014 to 2018, TEI was supported by both Dallas ISD General Operating funds and \$1 million from the Texas Education Agency (TEA) Educator Excellence Innovation Program (EEIP).³ When the EEIP expired in October 2018, TEI was funded only by General Operating funds, which supported six positions in Human Capital Management for a total 2018-19 TEI administrative budget of \$440,000, excluding benefits. In addition to administrative costs, teacher compensation costs for 2017-18 and 2018-19 and estimated costs for 2019-20 are shown in Table 1.⁴ Teacher salary cost, benefit cost, and TEI expert stipend cost were higher in 2018-19 than 2017-18.

Table 1: 2017-18 and 2018-19 Teacher Compensation Costs for TEI

Category	Cost
2017-18	
Teacher Salary Cost	\$507,726,144
Teacher Benefit Cost	\$40,618,091
TEI Expert Stipend Cost	\$224,500
2018-19	
Teacher Salary Cost	\$512,341,747
Teacher Benefit Cost	\$40,987,339
TEI Expert Stipend Cost	\$234,500
2019-20	
Projected Teacher Salary Cost	\$574,419,963
Estimated Teacher Benefit Cost	\$37,911,699
Projected TEI Expert Stipend Cost	\$225,000

Source: TEI program staff members on November 5, 2019.

Note: Teacher evaluation results from the 2017-18 school year determined teacher compensation costs in 2018-19, and teacher evaluation results from the 2018-19 school year will determine teacher compensation costs in 2019-20. TEI = Teacher Excellence Initiative.

³ EEIP funding was allocated to the TEI department and to other Dallas ISD departments involved in the administration of TEI (e.g., professional development and information technology). The purpose of the EEIP was to improve educator effectiveness in Texas public schools by funding innovative practices. The grant awardees were expected to use new models of recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways, and retention to foster effective teaching and improve student performance, especially among students attending Title I-funded schools with high levels of economically disadvantaged enrollment.

⁴ Teacher evaluation results from the 2017-18 school year determined costs associated with teacher compensation in 2018-19, and teacher evaluation results from the 2018-19 school year will determine costs associated with teacher compensation in 2019-20.

What were the program components of TEI?

This section describes the three components of TEI: defining excellence, supporting excellence, and rewarding excellence. It also includes a summary of the programmatic changes to these components from 2017-18 to 2018-19.

Methodology

Evaluators collected relevant documentation from paper and online resources regarding the TEI evaluation process⁵ and conducted interviews with Dallas ISD staff members knowledgeable about TEI.

Results

Defining Excellence

For the purposes of TEI, teachers were classified into one of four categories (i.e., Category A, B, C, or D) based on which components were available for each teacher. Table 2 provides an overview of the types of teachers in each category and the weights that were assigned to each TEI component.

Table 2: 2017-18 Teacher Categories and TEI Component Weights

Teacher Category	Teacher Performance	Total Student Achievement	Student Experience
Category A – Most grade 3-12 teachers whose students take an <i>ACP</i> or <i>STAAR</i>	50%	35%	15%
Category B – Most K-2 teachers whose students take an <i>ACP</i> or <i>TerraNova/SUPERA</i>	65%	35%	0%
Category C – Most grade 3-12 teachers whose students do not take an <i>ACP</i> or <i>STAAR</i> but who are eligible to complete a student survey (e.g., CTE teachers, elementary specials)	65%	20%	15%
Category D – Any teacher whose students do not take an <i>ACP</i> or <i>STAAR</i> nor are eligible to complete a student survey (e.g., pre-K teachers, teachers not-of-record such as SPED inclusion, TAG)	80%	20%	0%

Source: Table from 2018-19 TEI Teacher Guidebook.

Note: *ACP* = Assessment of Course Performance. *STAAR* = State of Texas Assessments of Academic Readiness. CTE = Career and Technical Education. SPED = special education. TAG = talented and gifted.

Teacher Performance

To measure teacher performance, certified TEI evaluators used a rubric comprised of 17 indicators of teacher practice across four domains.⁶ TEI evaluators observed instructional practices and classroom culture through a series of classroom observations in the form of spot observations (10-15 minutes),⁷ an

⁵ The 2018-19 TEI Guidebook and 2018-19 TEI Rulebook can be found at <http://tei.dallasisd.org/home/resources/>.

⁶ The four domains included 1) designing clear, targeted, appropriately rigorous lessons for diverse learners; 2) developing and executing highly effective, rigorous instruction; 3) building supportive, rigorous learning environments; and 4) consummate professionals pursuing rigorous, continual improvement.

⁷ The number of spot observations that teachers received varied based on their prior year TEI effectiveness level. Additional information regarding spot observations can be found in the 2018-19 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

extended observation (at least 45 minutes), and any other informal observations conducted throughout the year.⁸ Teachers also received a summative performance evaluation.⁹

Total Student Achievement

Total student achievement was comprised of up to three separate measures: 1) **teacher-level student achievement** measure(s), 2) the **school State of Texas Assessments of Academic Readiness (STAAR)** measure, and 3) **Student Learning Objective (SLO)** points. All templates included school STAAR and SLO as part of total student achievement. Templates for Category A/B teachers also included teacher-level student achievement measures. The total student achievement measure was worth up to 35 points for Category A/B teachers and 20 points for Category C/D teachers.

Teacher-level student achievement measures used standardized test scores predefined by the appropriate teacher template to measure student mastery or growth. Multiple measures for total student achievement were used whenever possible, including *STAAR*, *Assessments of Course Performance (ACPs)*, *TerraNova/SUPERA*, and/or *Texas English Language Proficiency Assessment System (TELPAS)*. The maximum points awarded for teacher-level student achievement was 25 points for Category A/B teachers. The application of a target distribution to the scores for each measure ensured equitable levels of rigor across grades and content areas.¹⁰ Measures were reweighted in the case of many teachers with only one available measure on which to be evaluated (e.g., teachers with only the *ACP* semester 1 measure).¹¹

The **school STAAR** measure was a school-level measure introduced to reward collaboration among teachers from different grades and content areas within a school. While all teachers at the same campus received the same number of base points (i.e., zero to five) for the school STAAR measure, the base points for Category C/D teachers were multiplied by two to calculate a final score. Thus, the maximum school STAAR points possible was five points for Category A/B teachers and 10 points for Category C/D teachers.

SLOs were measures of student growth during the year based on assessments other than standardized assessments. Teachers established SLOs at the beginning of the year with the approval of

⁸ The TEI certification system required principals and assistant principals (i.e., TEI evaluators) to demonstrate accurate scoring through video-based calibration exercises. Evaluators were required to re-certify annually. TEI evaluators also were required to pass an assessment on the TEI system and to engage in supervised coaching and feedback field experience before being cleared to evaluate teachers. More information about TEI evaluators can be found at <http://tei.dallasisd.org/home/resources/>.

⁹ Teacher summative performance evaluations were administered by a primary TEI evaluator (e.g., principal or assistant principal). The evaluator scored each teacher from zero to three (0 = Unsatisfactory, 1 = Progressing, 2 = Proficient, 3 = Exemplary) on 17 different indicators across four domains based on a rubric describing how a teacher at each level performs. The indicator scores were weighted and combined to calculate a final summative performance evaluation score ranging from one to 100. When assigning summative performance evaluation scores, TEI evaluators considered all evidence including spot, extended, and informal observations.

¹⁰ For example, this ensured that it was not easier to get more points in the Grade 3 Math *ACP* than in high school Biology.

¹¹ The 2018-19 TEI Rulebook states that alternate weighting schemes must be used when measures from an achievement template are missing or cannot be computed for a teacher. Weights from missing measures are reassigned to other achievement measures on the template. More information is available on the TEI resource page at <http://tei.dallasisd.org/home-2/resources/>.

the TEI evaluator, and student achievement of the SLO was assessed at the end of the academic year. Points were awarded for both setting and accomplishing the SLO based on a rubric.¹²

Student Experience

The Dallas ISD contracted with Panorama Education¹³ to administer age-appropriate surveys to students in grades three to 12 in both English and Spanish.¹⁴ Surveys solicited information about student perceptions regarding teacher levels of care, support, and expectations for students, as well as about instructional methods and delivery.

Distinguished Teacher Review (DTR)

To receive one of the highest effectiveness levels in the TEI program (i.e., Proficient II or higher),¹⁵ teachers were required to achieve high scores in teacher performance, student achievement, and student experience. These teachers also met additional performance criteria assessed through a separate review process called the Distinguished Teacher Review (DTR).¹⁶ Teachers completing a Distinguished Teacher Review are eligible for additional points that are added to their overall evaluation score.

Supporting Excellence

During the 2018-19 academic year, all teachers evaluated under TEI completed an individualized Professional Development Plan to guide professional development conversations between the teacher and evaluator. Teachers were required to attend 21 hours of professional development outside their work calendar before December 2018. This professional development was differentiated based on 2018-19 TEI summative scores to motivate and personalize learning for all Dallas ISD teachers (Figure 1).¹⁷

Changes to Professional Development for the 2018-19 School Year

In 2018-19, three changes were made to the professional development requirements for TEI. All teachers were required to earn 21 hours of professional development compared to 14 hours in 2017-18.

¹² Teachers could receive a maximum of five SLO base points. Every template included SLO points, accounting for five percent, 10 percent, or 20 percent of a teacher evaluation score. The weight that the points were given depended on teacher category and the availability of a school STAAR score. SLO points accounted for five percent of teacher evaluation scores in Categories A and B. For teachers in categories C and D, SLO points were given two weights (10% of their evaluation score). For teachers without a school STAAR score, Categories A and B teachers were given two weights (10%) and Categories C and D teachers were given four weights (20%).

¹³ Additional information regarding Panorama Education can be found at <https://www.panoramaed.com/>.

¹⁴ Additional information about the student experience component can be found in the 2018-19 Student Experience Survey Fact Sheet at <http://tei.dallasisd.org/home/resources/>.

¹⁵ Effectiveness level is a measure of a teacher's effectiveness using information from two consecutive years in the same TEI teacher category. The effectiveness level exists to inform compensation. There are nine effectiveness levels: Unsatisfactory, Progressing I, Progressing II, Proficient I, Proficient II, Proficient III, Exemplary I, Exemplary II, and Master.

¹⁶ Additional information regarding the DTR eligibility requirements and application process can be found in the 2018-19 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

¹⁷ The Professional Development Plan was not scored because it provided support that was aligned to the teacher performance rubric. Plans were differentiated based on teacher needs and areas of focus, which were generally aligned with school action plans. Professional development provided throughout the 2018-19 school year was designed to help Progressing II teachers become proficient teachers, Proficient I teachers become Distinguished teachers, and Distinguished teachers to grow in their teacher leadership capacities.

In addition, adjustments were made to the number of prescribed professional development sessions based on a teacher's summative score and the content of the sessions.^{18,19}

Figure 1: 2018-19 Differentiated Professional Development Requirements Based on TEI Summative Scores

New	Unsatisfactory	Progressing		Proficient			Exemplary		Master
		I	II	I	II	III	I	II	I
14 Required / 7 Choice		14 Required / 7 Choice			7 Required / 14 Choice				
Summative Score Range 0-54		Summative Score Range 55-74			Summative Score Range 75-100				

Source: Figure based on the 2018-19 Dallas ISD Individualized Professional Development Planning document.

Note: Required professional development credits were determined by the Dallas ISD, and choice professional development credits were selected by each teacher and approved by the administration or Teaching and Learning department.

Rewarding Excellence

As part of TEI, salaries were differentiated to reward teachers who performed well and raised student achievement results, in contrast to the previous system that used years of service and level of education to calculate salary. The traditional teacher salary schedule was replaced with nine effectiveness levels to retain and recruit highly qualified teachers. To maintain the financial security of the district, the compensation plan was designed to consume approximately the same amount of the budget as the traditional salary schedule and was based on a target distribution of effectiveness levels.

Programmatic Changes to TEI Components from 2017-18 to 2018-19

The following is a summary of TEI programmatic changes that were implemented from 2017-18 to 2018-19:

1. The minimum summative score for each evaluation rating slightly increased because of minor adjustments to the target distribution (See Appendix A).
2. The pro-rated formula for the DTR Application was removed, and the total number of possible DTR points increased from 14 to 20 points.
3. The number of additional Tier 1 points²⁰ that teachers could receive as a Distinguished Teacher at a Tier 1 school increased from five to 10 points.

¹⁸ In 2018-19, teachers with a summative score between zero and 74 were required to attend 14 credit hours of prescribed professional development from the Dallas ISD. Teachers with summative scores between 75 and 100 were required to attend seven credit hours of prescribed professional development from the Dallas ISD.

¹⁹ Seven hours of content training were required for all district teachers. Seven hours were also required to include "Future of Learning" sessions aligned to district initiatives (e.g., Social Emotional Learning, Bilingual, special education, or Advanced Learners) and Power School Unified Classroom Attendance and Grading systems.

²⁰ Tier 1 points are earned by teachers completing Distinguished Teacher Review and are awarded based on the number of years of service at a Dallas ISD Tier 1 (persistently low performing) campus.

What were the characteristics of teachers evaluated by TEI?

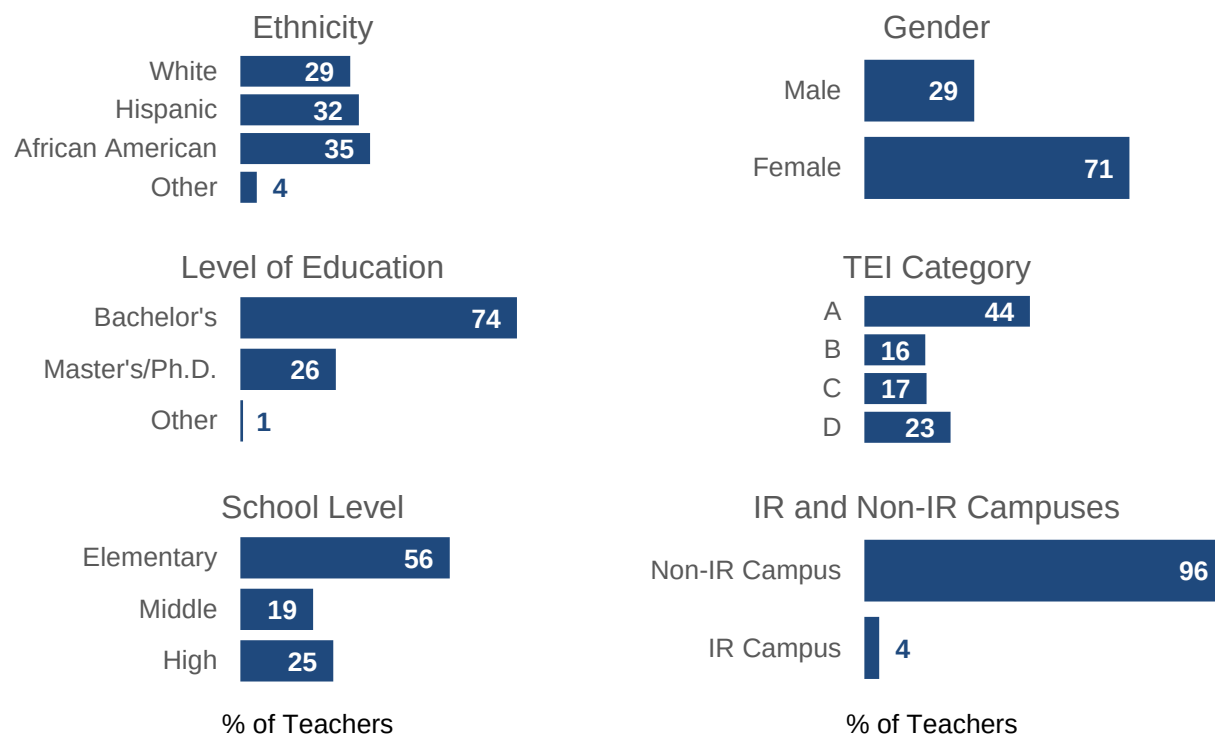
Methodology

To determine the characteristics of teachers evaluated by TEI in 2018-19, the evaluators used the Scorecard data file from Human Capital Management dated September 24, 2019 and the district personnel file dated April 11, 2019. The evaluators conducted frequency analyses to summarize teacher characteristics by ethnicity, gender, level of education, TEI category, school level, TEA accountability status (e.g., Improvement Required campus), and creditable years of service.

Results

Figure 2 shows a summary of characteristics for teachers who received a 2018-19 TEI Scorecard. The 9,585 teachers were fairly evenly split between African American, Hispanic, and White, and the majority were female (71%). Twenty-six percent of teachers who received a Scorecard in 2018-19 had earned at least a master's degree. The highest percentage of teachers were Category A teachers (44%), and more teachers worked at the elementary school level (56%) than at other grade levels.

Figure 2: 2018-19 TEI Teacher Characteristics

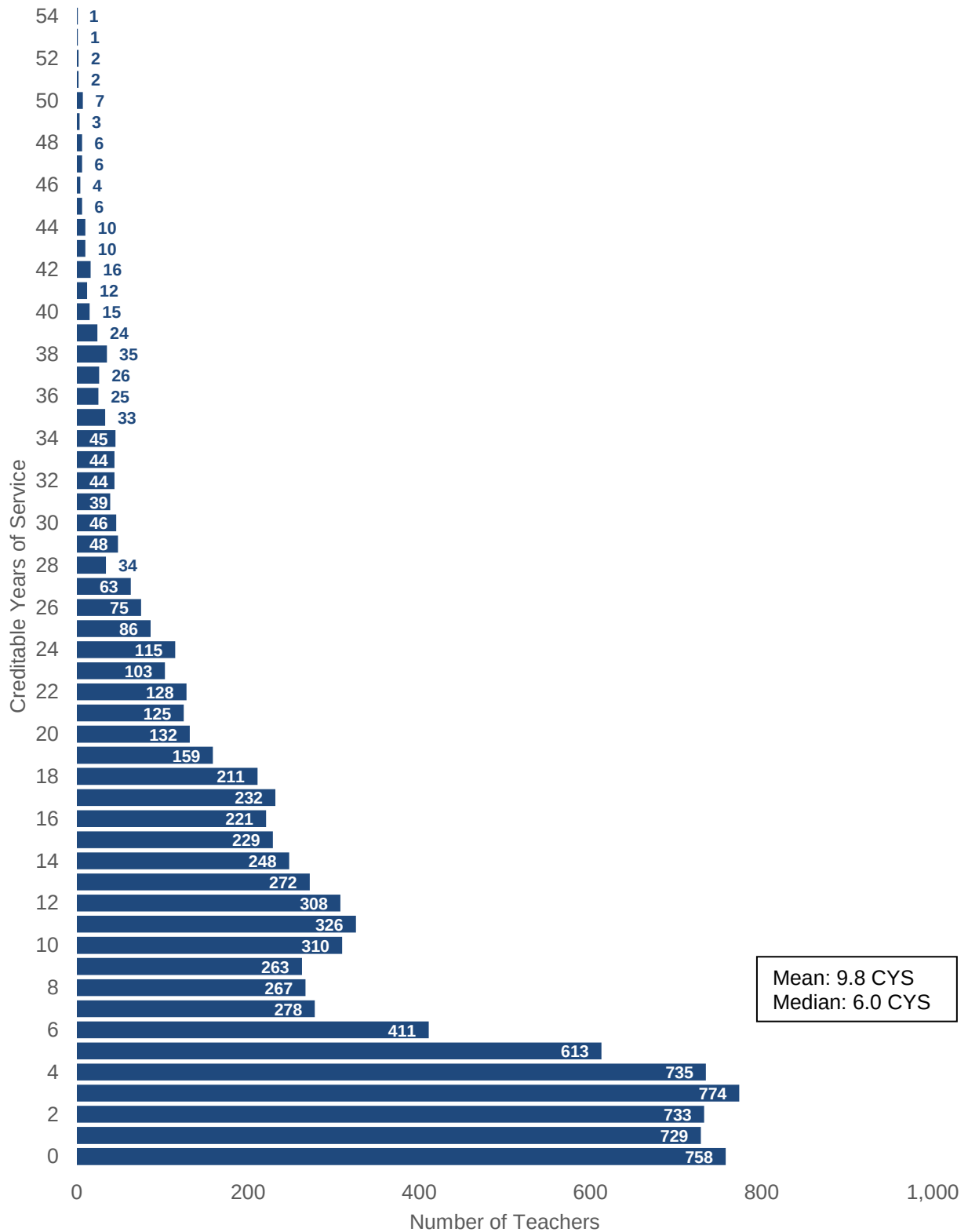


Source: Scorecard data file from Human Capital Management dated September 24, 2019 and district personnel file dated April 11, 2019. Some percentages may not sum to 100 percent because of rounding.

Note: N = 9,585 Dallas ISD teachers. TEI = Teacher Excellence Initiative. IR = Improvement Required.

In 2018-19, teacher creditable years of service in the Dallas ISD ranged from zero (first-year teachers) to 54 years (see Figure 3; mean = 9.8; median = 6.0). Almost 16 percent of teachers had either zero (first-year teachers) or one (second-year teachers) creditable year of service.

Figure 3: 2018-19 Frequency Distribution of TEI Teachers by Creditable Years of Service



Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: N = 9,448 Dallas ISD teachers. CYS = creditable years of service. Teachers with zero creditable years of service were first-year teachers.

What were the results of the teacher performance component of defining excellence?

This section includes information related to spot observations, summative performance evaluation scores, and the relationship between spot observations and summative scores during the 2018-19 academic year. When applicable, results from the 2018-19 school year also were compared to the 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019) TEI results to examine trends over time.

Methodology

Spot Observations

To examine spot observation scores in 2018-19, the evaluators used the Cornerstone data files from Human Capital Management dated October 25, 2019. A frequency analysis was conducted to create a distribution of overall spot observation scores and to calculate the average overall spot observation score across all teachers. In addition, a paired samples *t*-test was conducted to examine the average change in first and last spot observation scores during the 2018-19 school year. To ensure enough time passed between the first and last spot observations, data for teachers were included only if the first observation occurred between August and October 2018 and if the last observation occurred between April and May 2019.

Summative Performance Evaluation

Evaluators used the Cornerstone data files from Human Capital Management dated October 25, 2019 to examine teacher summative performance evaluation scores during 2018-19. A frequency analysis was conducted to create a distribution of summative performance evaluation scores. In addition, the evaluators calculated the percentage of teachers who received at least a proficient or exemplary rating for each summative evaluation indicator. A one-way analysis of variance (ANOVA) also was conducted to determine the mean (*M*) difference among average summative performance evaluation scores across school level (i.e., elementary school, middle school, and high school), and Cohen's *d* effect sizes were calculated to examine the practical significance of differences.²¹ Furthermore, the evaluators merged the scorecard and Cornerstone data files from Human Capital Management dated October 25, 2019 and calculated mean summative performance evaluation scores by creditable years of service to determine if the average summative performance evaluation score varied across creditable years of service.

Relationship Between Spot and Summative Scores

Using the Cornerstone data files from Human Capital Management dated October 25, 2019, the evaluators conducted Pearson correlation (*r*) analyses to determine if there was a relationship between teacher spot observation indicators and summative performance evaluation scores.

²¹ Cohen's *d* values of .20, .50, and .80 are considered small, medium, and large effect sizes, respectively (Cohen, 1992).

Results

Spot Observations

In 2018-19, there was a statistically and practically significant increase in teacher spot observation scores from the beginning of the school year (1.73-2.07) to the end of the school year (2.00-2.37; see Table 3). In addition, Cohen's *d* effect sizes ranged from .47 to .62. These effect sizes were of medium practical significance.

Table 3: 2018-19 Change between First and Last Average Spot Observation Scores

Indicator	Average First Observation Score	Average Last Observation Score	Diff.	Sig. <i>p</i>	Cohen's <i>d</i>
2.1 Are all students engaged in well-organized objective-driven lesson and content appropriate to standards for subject, grade, and level?	1.81	2.11	.30	<.01	0.56
2.2 Are all students able to master the learning objective appropriate to standards for subject, grade and level?	1.73	2.05	.31	<.01	0.57
2.3 Are all students able to understand the content in a clear and cohesive manner?	1.85	2.14	.30	<.01	0.58
2.4 Are all students engaged in appropriately challenging/demanding content?	1.66	2.00	.34	<.01	0.62
3.1 Are all students able to access the classroom in a manner that optimizes on task instruction?	2.05	2.33	.28	<.01	0.47
3.2 Do all students comply with established and communicated expectations for behavior?	2.06	2.36	.30	<.01	0.52
3.3 Do all students maintain a respectful academically accountable classroom?	2.07	2.37	.30	<.01	0.53

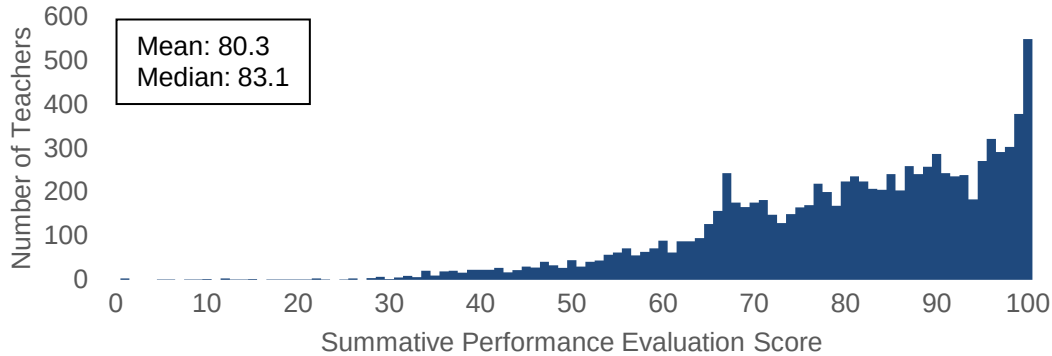
Source: Cornerstone data files from Human Capital Management dated October 25, 2019.

Note: Diff. = Difference between the average first observation score and the average last observation score for each indicator. Sig. = statistical significance. Cohen's *d* values of .20, .50, and .80 are considered small, medium, and large, respectively (Cohen, 1992). Maximum possible spot observation score was 3.0.

Summative Performance Evaluation

Figure 4 shows the distribution of 9,585 teachers with summative performance evaluation scores, which had a mean of 80.3 and a median, or 50th percentile, of 83.1. The 25th percentile was 70.2 and the 75th percentile was 92.7. Because a score of 67 can be achieved by receiving a two (Proficient) on all items, these results indicated teachers were performing better than Proficient, on average, across the summative performance evaluation rubric.

Figure 4: 2018-19 Frequency Distribution of Teachers by Summative Performance Evaluation Scores



Source: Scorecard data file from Human Capital Management dated October 25, 2019.

Note: $N = 9,585$ Dallas ISD teachers.

When examining the 17 different indicators used for the summative performance evaluation, the percentage of teachers who received two (Proficient) or three (Exemplary) points varied by indicator (see Table 4). The lowest percentage of teachers who earned Proficient or above ratings was for *4.1 Models good attendance for students* (73%) and the highest percentage was for *4.4 Engages in collaborative relationships with colleagues to support learning community* (96%).

Table 4: 2018-19 Percentage of Teachers Receiving a Proficient (2.0) or Exemplary (3.0) Rating by Summative Evaluation Indicator

Summative Evaluation Indicators	%
1.1 Demonstrates knowledge of content, concepts, and skills	93.1
1.2 Utilizes formal and informal knowledge of students in lesson design	92.7
1.3 Plans and selects aligned formative and summative assessments	92.5
1.4 Analyzes and integrates student performance data to inform instructional decisions	90.4
1.5 Develops appropriately challenging standards-based units and lessons that accommodate prerequisite relationships among concepts and skills	92.8
2.1 Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level	94.4
2.2 Ensures mastery of learning objective appropriate to standards for subject and grade	90.6
2.3 Explains instructional content clearly and cohesively	93.0
2.4 Engages students in appropriately challenging content	85.3
3.1 Organizes classrooms to allow for optimal on task instruction	93.3
3.2 Establishes, communicates, and maintains clear expectations for student behavior	93.4
3.3 Maintains a respectful academically accountable classroom	94.9
4.1 Models good attendance for students	72.6
4.2 Follows policies, procedures, and maintains accurate student records	94.6
4.3 Exhibits a commitment to continual professional growth	93.4
4.4 Engages in collaborative relationships with colleagues to support the learning community	96.2
4.5 Establishes relationships with families and communities through meaningful ongoing communication	92.5

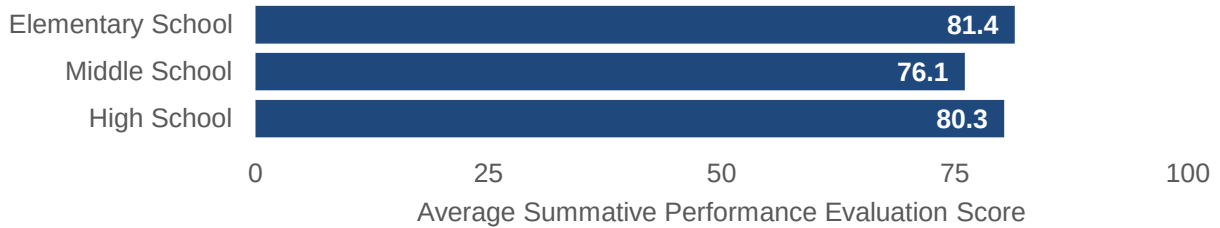
Source: Cornerstone data files from Human Capital Management dated October 25, 2019.

Note: $N = 9,585$ Dallas ISD teachers.

Summative performance evaluation scores also varied by school level (elementary school, middle school, high school; see Figure 5). An ANOVA indicated a statistically significant difference among elementary school, middle school, and high school teachers, $F(2, 9214) = 79.7, p < .001$. Bonferroni post hoc tests revealed that the overall summative performance evaluation score for middle school teachers ($M = 76.1$; $SD = 16.8$) was significantly lower than for high school teachers ($M = 80.3$; $SD = 15.5$;

Cohen's $d = 0.3$) and elementary school teachers ($M = 81.4$; $SD = 15.1$; Cohen's $d = 0.3$).²² Average overall summative performance scores for high school teachers also were significantly lower than for elementary school teachers (Cohen's $d = 0.1$), but all of these practical differences were relatively weak.

Figure 5: 2018-19 Average Summative Performance Evaluation Scores by Campus Level

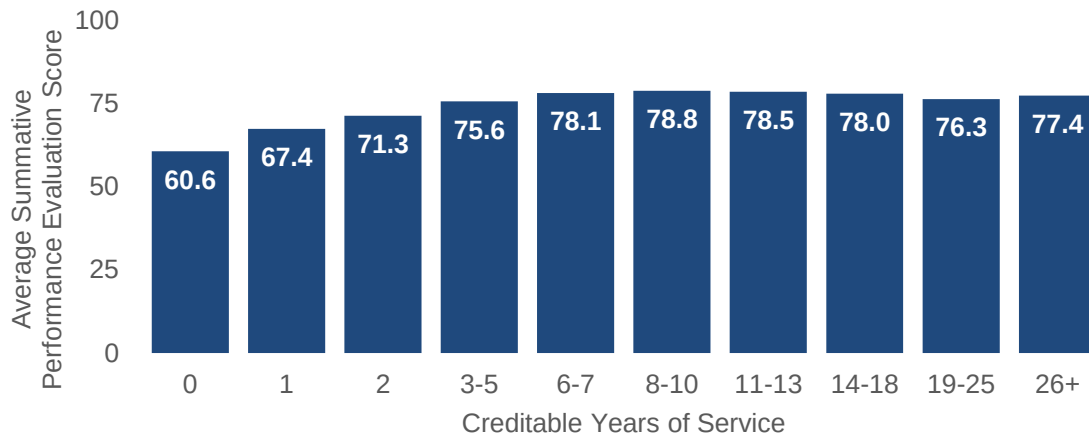


Source: Scorecard data file from Human Capital Management dated October 25, 2019.

Note: $n = 9,217$ Dallas ISD teachers. Maximum possible summative performance evaluation score was 100.

The average summative performance evaluation scores by creditable years of service are shown in Figure 6. Teachers with zero creditable years of service (i.e., first-year teachers) received the lowest average summative performance evaluation scores (60.6). The average score gradually trended upward as years of service increased and started to plateau between six and seven creditable years of service.

Figure 6: 2018-19 Average Summative Performance Evaluation Scores by Creditable Years of Service



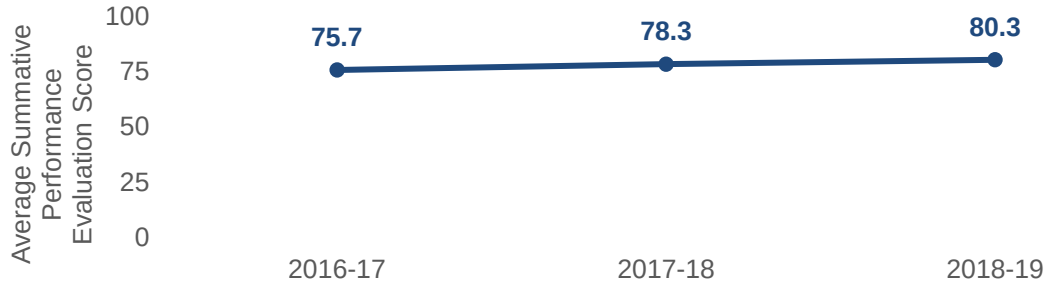
Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 9,585$ Dallas ISD teachers. Maximum possible summative performance evaluation score was 100.

²² Cohen's d values of .20, .50, and .80 are considered small, medium, and large, respectively (Cohen, 1992).

From 2016-17 to 2018-19, the average summative performance evaluation score trended slightly upward from 75.7 to 80.3 (Figure 7).

Figure 7: 2016-17 to 2018-19 Average Summative Performance Evaluation Scores



Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: Maximum possible summative performance evaluation score was 100.

Relationship Between Spot and Summative Scores

As shown in Table 5, spot observation scores and summative performance evaluation scores were highly correlated. The Pearson r correlations between each spot observation indicator and the summative performance evaluation score ranged between .68 and .74. These findings indicate summative scores provided by TEI evaluators were aligned with what was observed in the classroom.

Table 5: 2018-19 Correlations between Average Spot Observation Scores and Summative Performance Evaluation Scores

Spot Observation Indicator	Pearson r Correlation
2.1 Structures well-organized, objective-driven lessons and content appropriate to standards for subject, grade, and level	.68
2.2 Ensures mastery of learning objective appropriate to standards for subject and grade	.70
2.3 Explains instructional content clearly and cohesively	.74
2.4 Engages students in appropriately challenging content	.70
3.1 Organizes classrooms to allow for optimal on-task instruction	.74
3.2 Establishes, communicates, and maintains clear expectations for student behavior	.71
3.3 Maintains a respectful academically accountable classroom	.72

Source: Cornerstone data files from Human Capital Management on October 25, 2019.

Note: $n = 7,981$ Dallas ISD teachers. Effect sizes: .10 = small, .30 = medium, .50 = large.

What were the results of the total student achievement component of defining excellence?

This section includes information related to total student achievement, teacher-level student achievement, student learning objective (SLO) points, and the correlations among the student achievement measures (i.e., teacher-level student achievement, SLO, and base school STAAR). When applicable, results from the 2018-19 school year also were compared to the 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019) TEI results to examine trends over time.

Methodology

For all analyses in this section, evaluators used the 2018-19 Scorecard data file from Human Capital Management dated September 24, 2019.

Total Student Achievement

A frequency analysis was conducted to create a distribution of the percentage of teachers who received total student achievement scores by TEI category. In addition, the evaluators calculated the average total student achievement score by creditable years of service for Category A/B and Category C/D teachers.

Teacher-Level Student Achievement

Only Category A/B teachers received a teacher-level student achievement score, ranging from zero to 25. A frequency analysis was conducted to create a distribution of the percentage of teachers receiving teacher-level student achievement scores.

Student Learning Objective (SLO) Points

For teachers whose SLO points were weighted, points were transformed back into the unweighted base points to make them comparable with the other SLO points. A frequency analysis was conducted to create a distribution of the percentage of teachers receiving SLO points.

Correlation among Student Achievement Measures

A Pearson r correlation measured the association between teacher-level student achievement and base school STAAR. Because SLO points were not normally distributed, Spearman's rho (ρ) was used to measure the association between teacher-level student achievement and SLO points for Category A and Category B teachers.

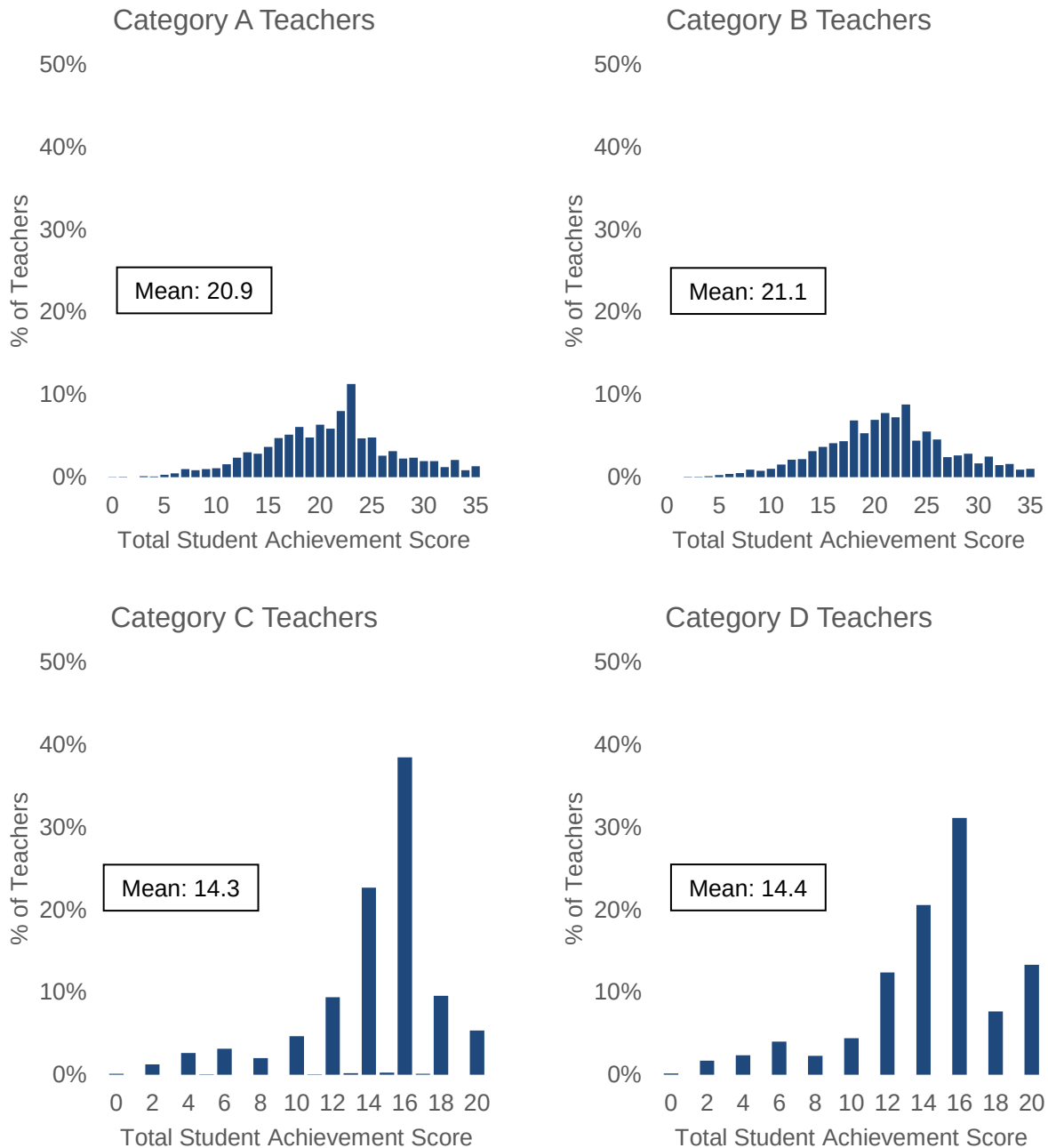
Results

Total Student Achievement

The distribution of total student achievement scores by TEI category are shown in Figure 8. The average total student achievement scores were 20.9 for Category A, 21.1 for Category B, 14.3 for Category C, and 14.4 for Category D teachers.²³ For Category C and D teachers, more total student achievement scores fell on the higher end of the distribution. This pattern likely occurred because most teachers received the maximum number of points for SLO, which accounted for 50 percent of the total student achievement score for most Category C and D teachers.

²³ Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

Figure 8: 2018-19 Percentage of Teachers Receiving Total Student Achievement Score by TEI Category



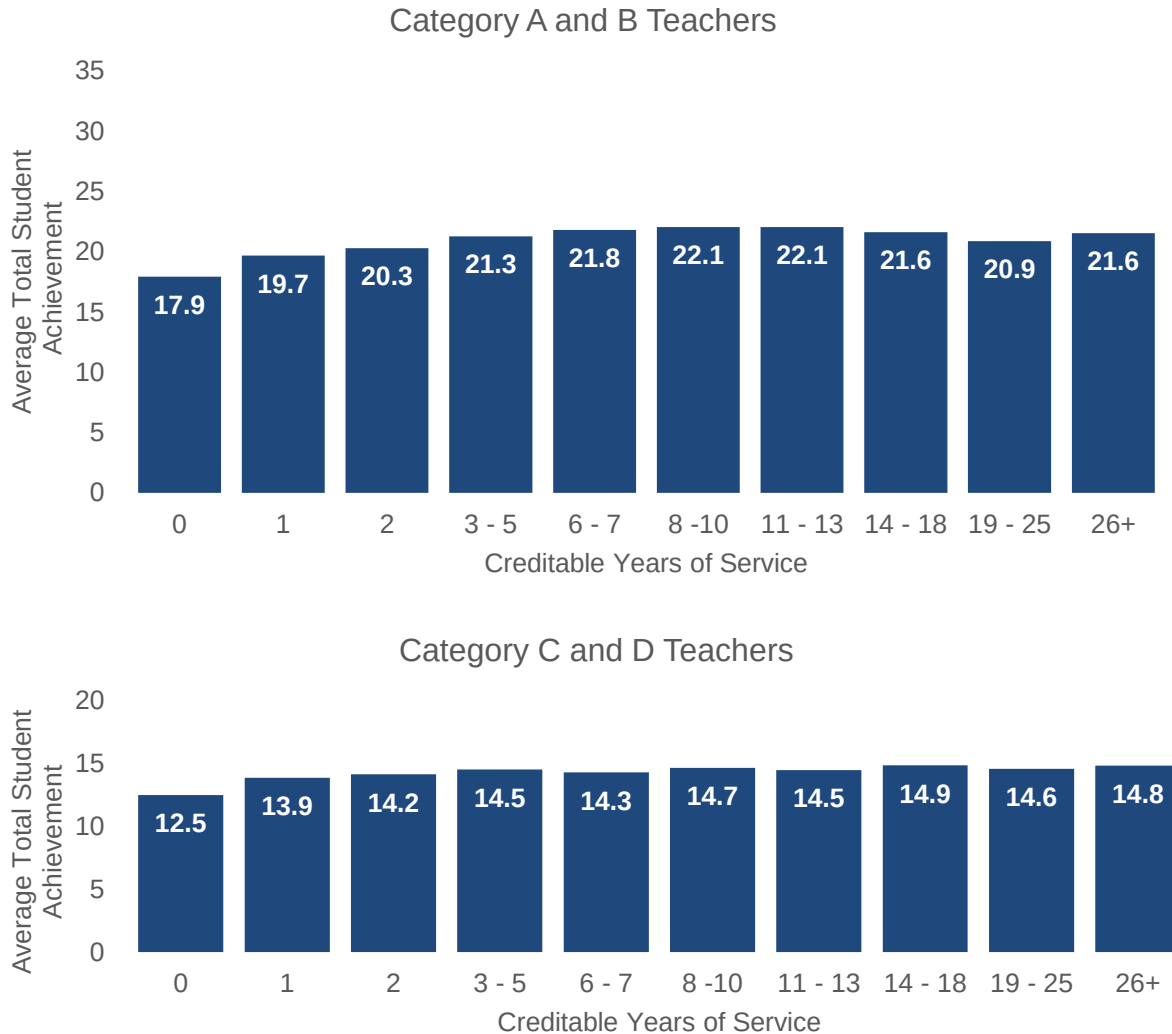
Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 4,236$ Category A teachers. $n = 1,554$ Category B teachers. $n = 1,588$ Category C teachers. $n = 2,192$ Category D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

The average total student achievement scores by creditable years of service for Categories A, B, C, and D teachers are shown in Figure 9. Category A/B teachers with zero creditable years of service (i.e., first-year teachers) earned the lowest average score for total student achievement (17.9), and total student achievement scores started to plateau between three and five creditable years of service. Category

C/D teachers with zero creditable years of service earned the lowest average score for total student achievement (12.5). Total student achievement scores for teachers with two or more creditable years of service remained relatively consistent as years of service increased (14.2-14.9). These findings indicated more creditable years of service did not necessarily lead to higher total student achievement scores.

Figure 9: 2017-18 Average Total Student Achievement by Creditable Years of Service

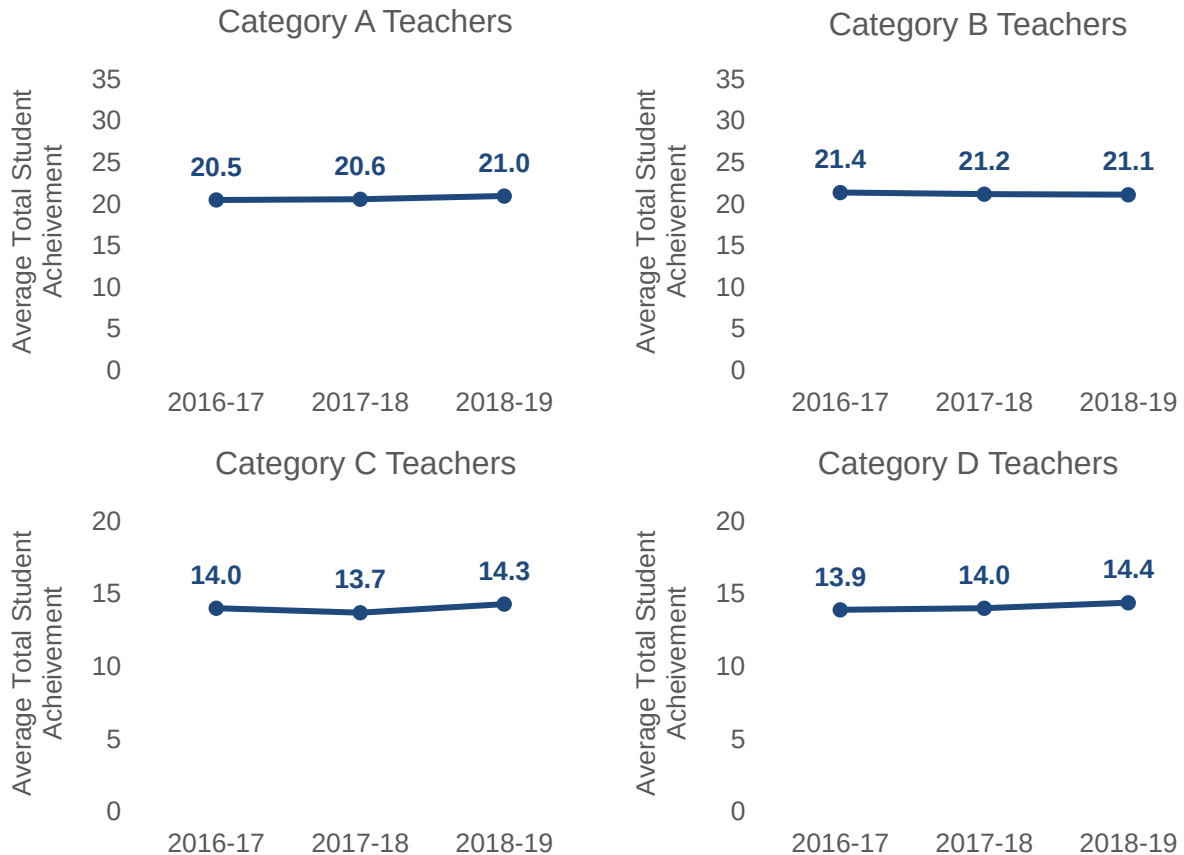


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 5,700$ Category A/B teachers. $n = 3,733$ Category C/D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

From 2016-17 to 2018-19, total student achievement scores for Category A, B, C, and D teachers remained relatively consistent and differed by less than one point (Figure 10).

Figure 10: 2016-17 to 2018-19 Average Total Student Achievement Score by TEI Category



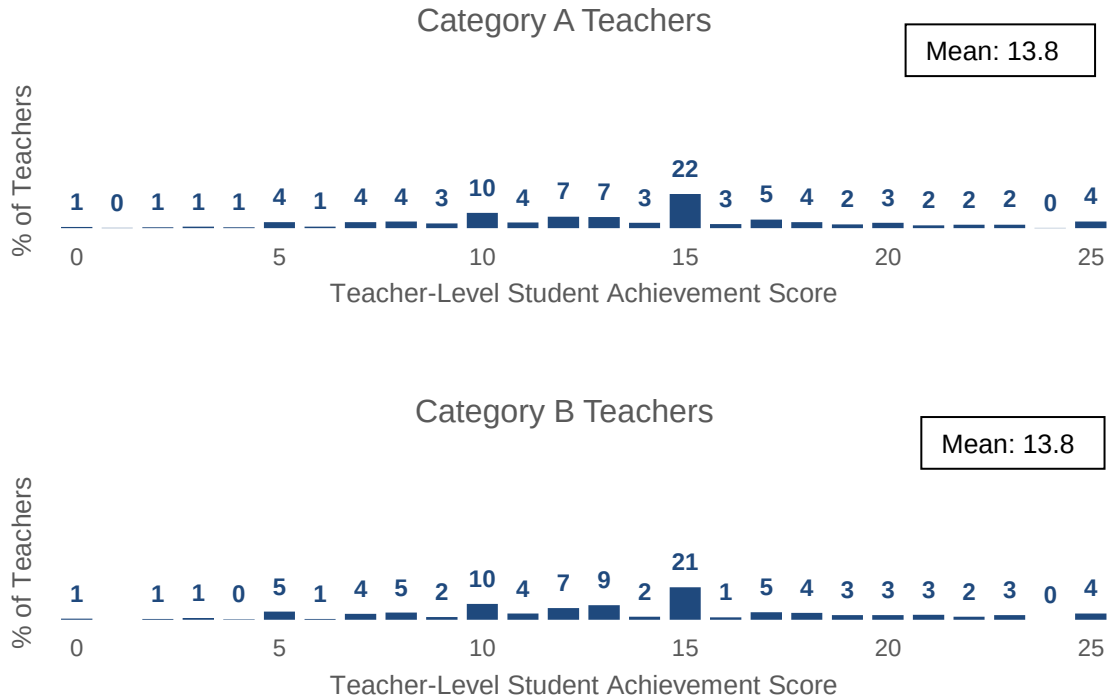
Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 4,236$ Category A teachers. $n = 1,554$ Category B teachers. $n = 1,588$ Category C teachers. $n = 2,192$ Category D teachers. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

Teacher-Level Student Achievement

Figure 11 shows the percentage of teachers earning teacher-level student achievement scores for Category A and Category B teachers. The highest percentage of Category A (22%) and Category B (21%) teachers earned 15 points for teacher-level student achievement. The average teacher-level student achievement scores was 13.8 for Category A and Category B teachers.

Figure 11: 2018-19 Percentage of Teachers Receiving Teacher-Level Student Achievement Score by TEI Category

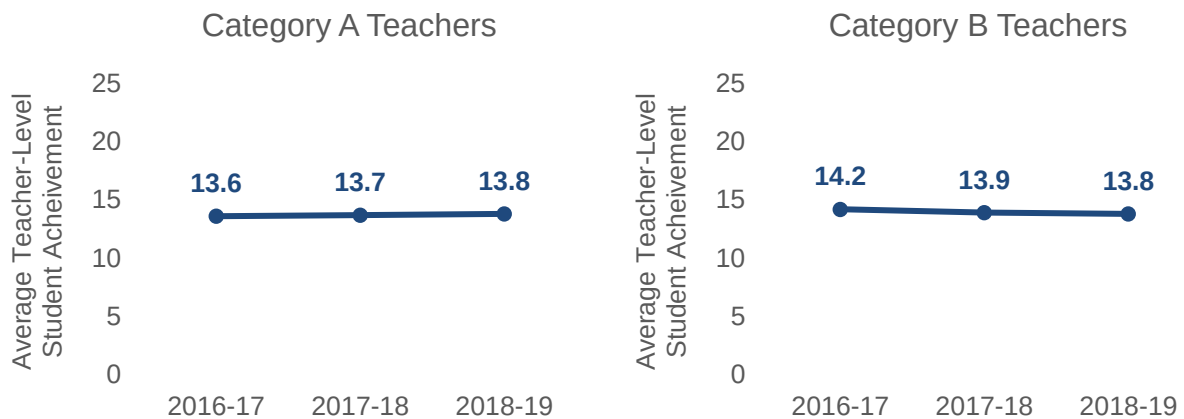


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 4,236$ Category A teachers. $n = 1,554$ Category B teachers. Maximum possible teacher-level student achievement score was 25.

From 2016-18 to 2018-19, teacher-level student achievement scores for Category A and B teachers remained relatively consistent and differed by 0.4 points or less (Figure 12).

Figure 12: 2016-17 to 2018-19 Teacher-Level Student Achievement Score by TEI Category



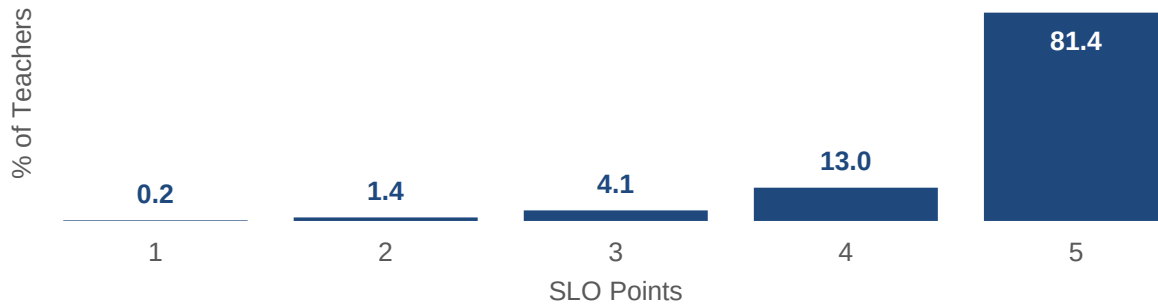
Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: Maximum possible teacher-level student achievement score was 25.

Student Learning Objective (SLO) Points

For the 2018-19 school year, 93 percent of 9,586 Dallas ISD teachers received SLO points.²⁴ Figure 13 shows the distribution of SLO base points. Most teachers (81%) earned the maximum number of points.

Figure 13: 2018-19 Percentage of Teachers Earning SLO Points



Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 8,947$ teachers. SLO = student learning objective. Maximum possible SLO score was 5.

From 2016-17 to 2018-19, the percentage of teachers who received the maximum number of SLO points trended upward from 75 to 81 percent. As a result, the percentage of teachers who received all other SLO points gradually decreased or remained relatively consistent from 2016-17 to 2018-19 (Figure 14). Few teachers received zero or one SLO points from 2016-17 to 2018-19.

²⁴ A total of 638 teachers did not receive any SLO points because their points were invalid or unavailable. SLO points were considered invalid if points were missing for either the “setting” or “accomplishment” stage of the process.

Figure 14: 2016-17 to 2018-19 Percentage of Teachers Earning Between Zero and Five SLO Points



Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: SLO = student learning objective. Minimum possible SLO score was zero and maximum possible SLO score was five.

Correlation Among Student Achievement Measures

As shown in Table 6, a Pearson r correlation indicated a moderately strong correlation between teacher-level student achievement and base school *STAAR* scores among Category A teachers, $r = .45$,

$p < .001$. However, the strength of the correlation for Category B teachers was weak, $r = .26$, $p < .001$.²⁵ In addition, while the relationship between teacher-level student achievement and SLO points was statistically significant, the effect size for Category A, $\rho = .23$, $p < .001$, and Category B, $\rho = .18$, $p < .001$, teachers was relatively weak.

Table 6: 2018-19 Correlations between Total Student Achievement Measures

TEI Category	Teacher-Level Student Achievement & School STAAR			Teacher-Level Student Achievement & SLO		
	<i>n</i>	<i>r</i>	<i>p</i>	<i>n</i>	<i>p</i>	<i>p</i>
A	4,236	.45	<.001	3,997	.23	<.001
B	1,536	.26	<.001	1,486	.18	<.001

Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. SLO = Student learning objective. Effect sizes: .10 = small, .30 = medium, .50 = large. All Category A & B teachers at the same campus received the same number of base points (i.e., zero to five) for the school STAAR measure.

What were the results of the student experience component of defining excellence?

Methodology

To examine teacher student experience points during the 2018-19 school year, the evaluators used the Scorecard data file from Human Capital Management dated September 24, 2019. Teachers were not included in analyses if they taught prekindergarten through second grade or if they did not have at least 10 students who completed the survey.²⁶ The student experience survey solicited information about five topics: pedagogical effectiveness, classroom environment, expectations and rigor, student engagement, and supportive relationships. The raw score was the average percentage of items with a positive response across all five subscales. This calculation included the top two responses for questions with five-point response scales and the top three responses for items with seven-point response scales. The survey totals were transformed into percentile ranks and then assigned a value that was a multiple of three, ranging from zero to 15, based on an established target distribution. Because younger students tend to give more positive responses about teachers than older students, the percentage of positive responses associated with each point value was calculated separately by campus level (i.e., elementary school core, elementary school non-core, middle school, and high school) The cut points used in the 2018-19 survey for each school level are shown in Table 7.

²⁵ The difference in strength of the correlation between Category A and B teachers was most likely attributable to the fact that many Category A teachers had a measure based on the STAAR scores of students in their classroom, and these STAAR scores were a subset of the school STAAR scores.

²⁶ Students in prekindergarten to grade two did not participate in the student survey. Additional information regarding the student experience points can be found in the 2018-19 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

Table 7: 2018-19 Student Experience Points Assigned Based on Percentage of Items with Positive Responses by Campus Level

Percentage of Items with Positive Responses			Percentage of Items with Positive Responses		
Low Value	High Value	Points Assigned	Low Value	High Value	Points Assigned
Elementary School Core			Middle School		
0	66	0	0	38	0
67	78	3	39	55	3
79	86	6	56	68	6
87	96	9	69	82	9
97	98	12	83	87	12
99	100	15	88	100	15
Elementary School Non-Core			High School		
0	59	0	0	39	0
60	70	3	40	56	3
71	79	6	57	70	6
80	89	9	71	84	9
90	93	12	85	89	12
94	100	15	90	100	15

Source: Table from 2018-19 Point Assignments for Student Experience document.

Note: Elementary school non-core teachers include music, art, and physical education teachers. Maximum possible student experience score was 15.

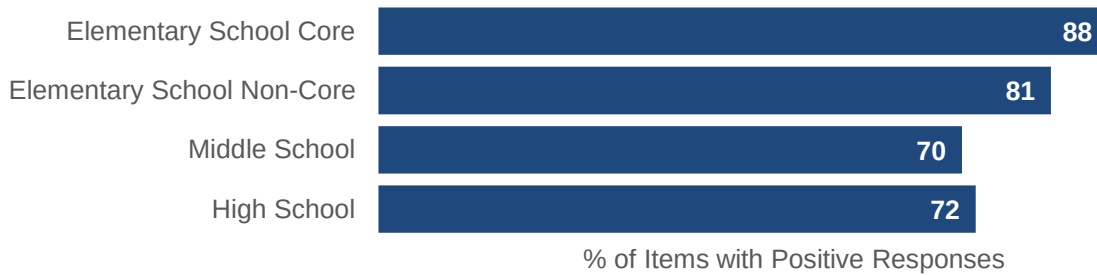
The evaluator conducted a one-way ANOVA to determine the mean difference among the percentage of items with a positive response across campus level (i.e., elementary school core, elementary school non-core, middle school, and high school). A frequency analysis also was conducted to calculate the percentage of items with a positive response by creditable years of service. When applicable, results from the 2018-19 school year also were compared to the 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019) TEI results to examine trends over time.

Results

The percentage of items with positive responses by campus level are shown in Figure 15. Percentages were highest for elementary core (88%) and non-core (81%) teachers and lowest for middle school teachers (70%). A one-way ANOVA indicated there was a statistically significant difference among elementary school non-core, elementary school core, middle school, and high school teachers $F(3, 5927) = 643.694, p < .001$. Bonferroni post hoc tests revealed that the percentage of items with positive responses on the student survey for elementary school core teachers ($M = 87.7$; $SD = 9.9$) was significantly higher than elementary school non-core ($M = 80.87$; $SD = 10.4$; Cohen's $d = 0.7$), middle school ($M = 70.2$; $SD = 14.7$; Cohen's $d = 1.4$), and high school teachers ($M = 71.8$; $SD = 15.0$; Cohen's $d = 1.2$).²⁷ The percentage of items with positive responses on the student survey for elementary school non-core teachers was significantly higher than middle school (Cohen's $d = 0.8$) and high school teachers (Cohen's $d = 0.6$). Lastly, the percentage of items with positive responses on the student survey for middle school teachers was significantly lower than high school (Cohen's $d = -0.1$), but the practical difference between these groups was relatively small.

²⁷ 0.20 = small effect size, 0.50 = medium effect size, 0.80 = large effect size

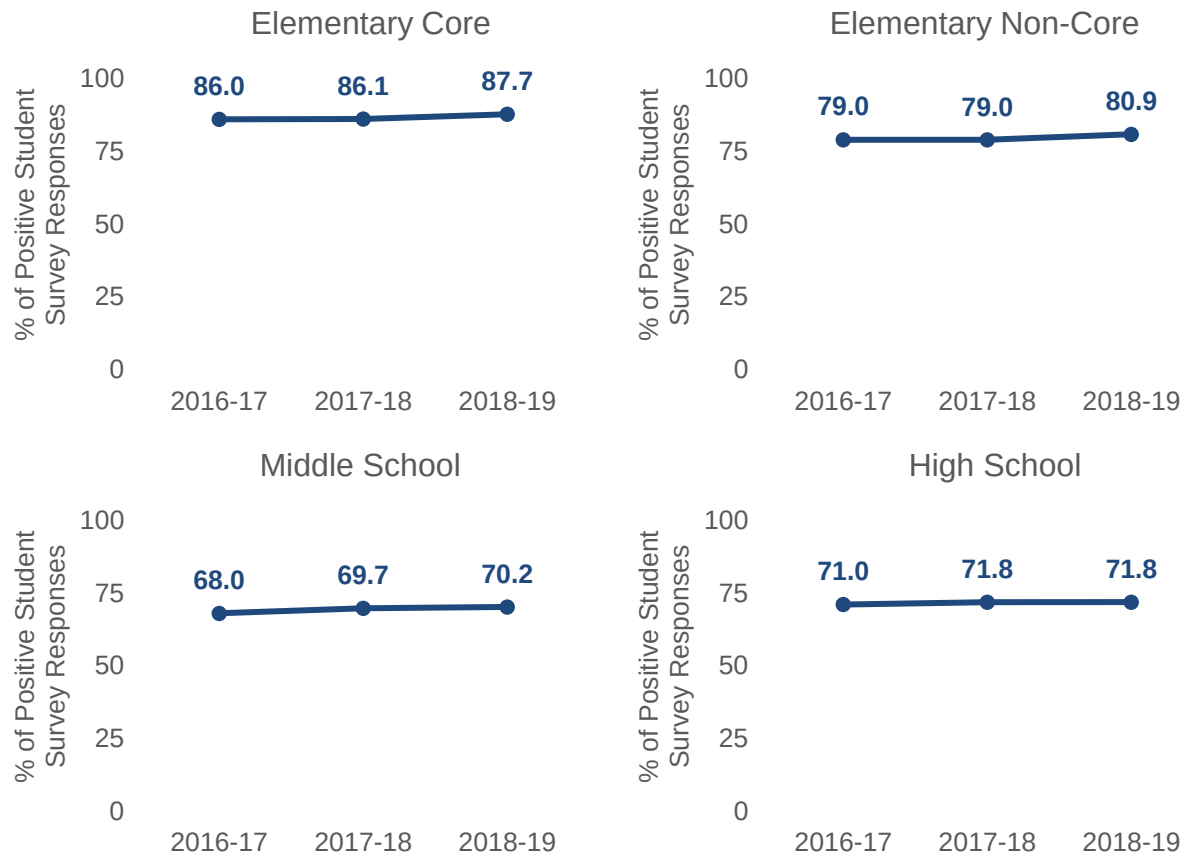
Figure 15: 2018-19 Percentage of Positive Student Survey Responses by Campus Level



Source: Student survey data file from Office of Institutional Research dated June 19, 2019.
Note: $n = 5,931$ teachers.

From 2016-17 to 2018-19, the percentage of positive responses remained relatively consistent or trended slightly upward for elementary school core (86% to 88%), elementary school non-core (79% to 81%), middle school (68% to 70%), and high school teachers (71% to 72%; Figure 16).

Figure 16: 2016-17 to 2018-19 Percentage of Positive Student Survey Responses by Campus Level

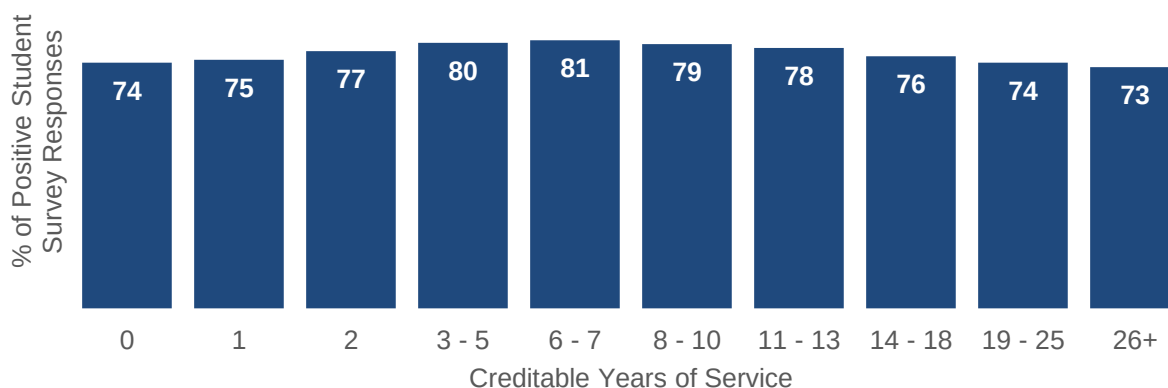


Source: Student survey data file from Office of Institutional Research dated June 19, 2019.

The average percentage of items with positive student survey responses by creditable years of service are shown in Figure 17. The lowest average percentage of positive responses was earned by teachers with zero creditable years of service (i.e., first-year teachers) and 19-25 creditable years of service

(both 74%) and teachers with at least 26 creditable years of service (73%). The average percentage of positive responses increased until between six and seven creditable years of service and then gradually decreased as years of service increased.

Figure 17: 2018-19 Percentage of Positive Student Survey Responses by Creditable Years of Service



Source: Student survey data file from Office of Institutional Research dated June 19, 2019.

Note: $n = 5,729$ teachers.

What were the correlations among the defining excellence components?

This section includes information regarding the correlations among the defining excellence components of TEI (i.e., summative performance evaluation scores, total student achievement scores, and student experience scores). For all analyses in this section, the evaluator merged the scorecard and Cornerstone data files from Human Capital Management dated October 25, 2019 to examine the noted relationships. When applicable, results from the 2018-19 school year also were compared to the 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019) TEI results to examine trends over time.

Methodology

Summative Performance Evaluation and Total Student Achievement

To examine the relationship between teacher summative performance evaluation scores and total student achievement scores, Pearson r correlations were conducted separately for Category A/B and Category C/D teachers because the maximum number of total student achievement points varied between the two sets of categories.

Total Student Achievement and Student Experience

To examine the relationship between teacher total student achievement scores and student experience scores, Pearson r correlations were conducted separately for Category A and Category C teachers.²⁸

²⁸ Category B and Category D teachers were not included in this section because their students did not complete student surveys.

Summative Performance Evaluation and Student Experience

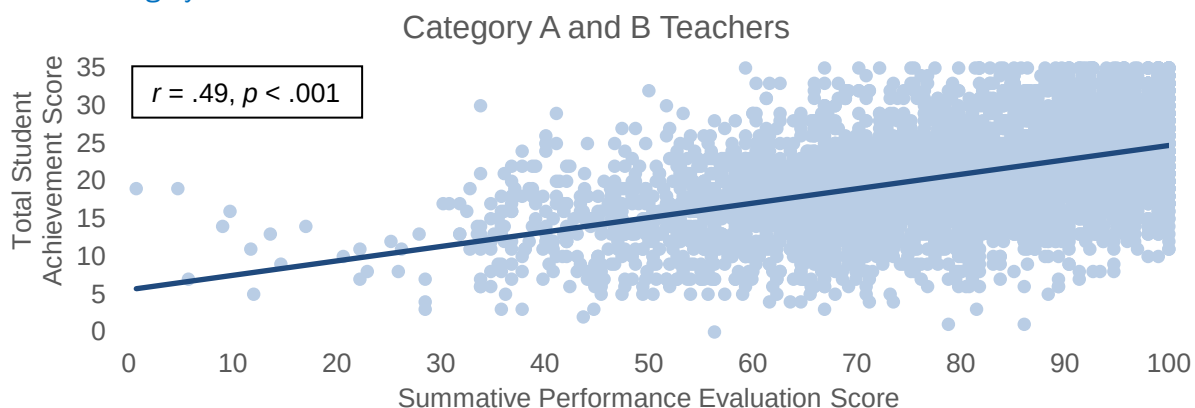
To examine the relationship between teacher summative performance evaluation scores and student experience scores, a Pearson r correlation was conducted for all teachers.

Results

Summative Performance Evaluation and Total Student Achievement

For Category A/B teachers, a statistically significant and moderate-to-strong correlation was found between summative performance evaluation scores and total student achievement scores, $r = .49$, $p < .001$ (Figure 18).²⁹ Teachers with higher summative performance evaluation scores tended to have higher total student achievement scores.

Figure 18: 2018-19 Total Student Achievement Scores by Summative Performance Evaluation Scores – Category A and B Teachers



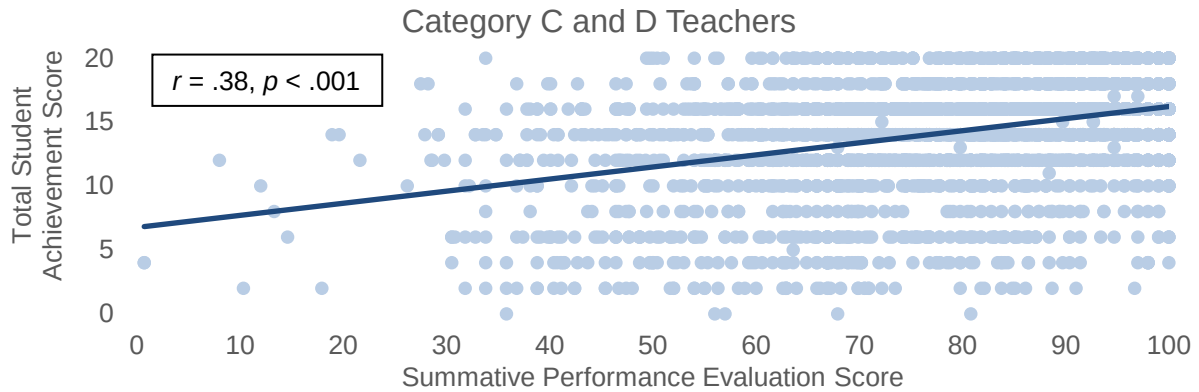
Source: Scorecard and Cornerstone data files from Human Capital Management dated October 25, 2019.

Note: $n = 5,790$ teachers. Maximum possible score was 35 for total student achievement and 100 for summative performance evaluation for Category A/B teachers.

For Category C/D teachers, a statistically significant and moderate correlation was found between summative performance evaluation scores and total student achievement scores, $r = .38$, $p < .001$ (Figure 19). Teachers with higher summative performance evaluation scores tended to have slightly higher total student achievement scores.

²⁹ Pearson r correlation: .10 = weak, .30 = moderate, .50 = strong relationship

Figure 19: 2018-19 Total Student Achievement Scores by Summative Performance Evaluation Scores – Category C and D Teachers

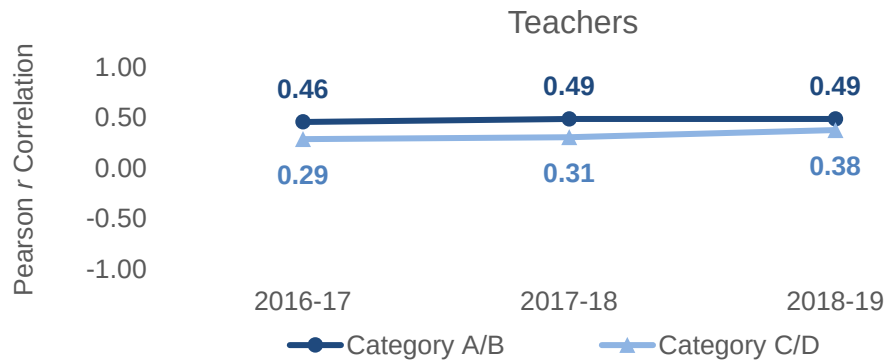


Source: Scorecard and Cornerstone data files from Human Capital Management dated October 25, 2019.

Note: $n = 3,780$ teachers. Maximum possible score was 20 for total student achievement and 100 for summative performance evaluation for Category C/D teachers.

For Category A and B teachers, the Pearson r correlation between summative performance evaluation scores and total student achievement scores remained relatively consistent from .46 in 2016-17 to .49 in 2018-19 (Figure 20). For Category C and D teachers, the Pearson r correlation between summative performance evaluation scores and total student achievement scores trended slightly upward from .29 in 2016-17 to .38 in 2018-19.

Figure 20: 2016-17 to 2018-19 Correlations between Summative Performance Evaluation Scores and Total Student Achievement Scores by TEI Category.

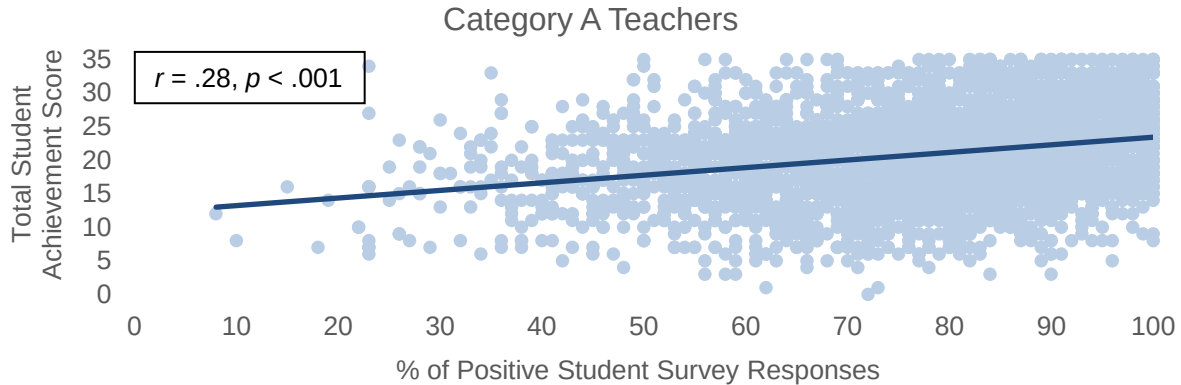


Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Student Experience and Total Student Achievement

For Category A teachers, a statistically significant but weak to moderate correlation was found between student experience (i.e., percentage of positive student survey responses) and total student achievement, $r = .28, p < .001$ (Figure 21). Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores.

Figure 21: 2018-19 Total Student Achievement Scores by Percentage of Positive Student Survey Responses – Category A

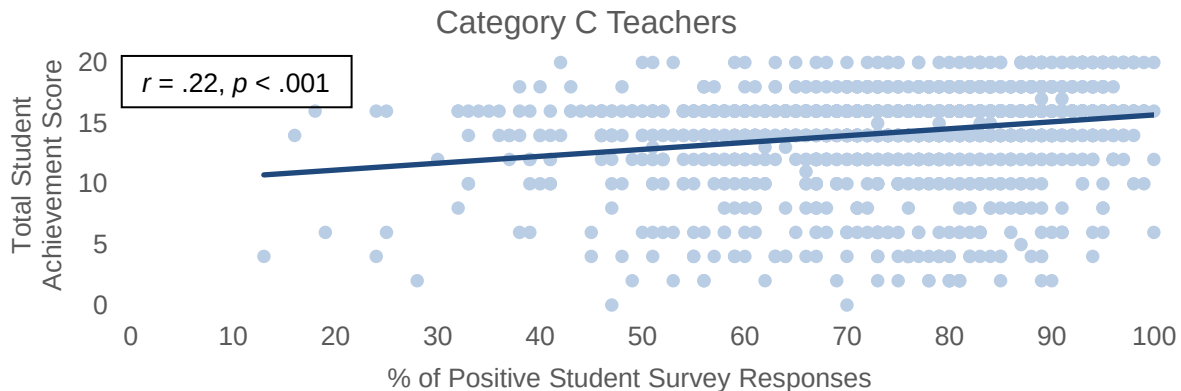


Source: Scorecard data file from Human Capital Management dated September 24, 2019 and student survey data file from Office of Institutional Research dated June 19, 2019.

Note: $n = 4,229$ teachers. Maximum possible score was 35 for total student achievement for Category A teachers.

For Category C teachers, a statistically significant but weak to moderate correlation was found between student experience (i.e., percentage of positive responses on the student survey) and total student achievement, $r = .22, p < .001$ (Figure 22). Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores.

Figure 22: 2018-19 Total Student Achievement Scores by Percentage of Positive Student Survey Responses – Category C

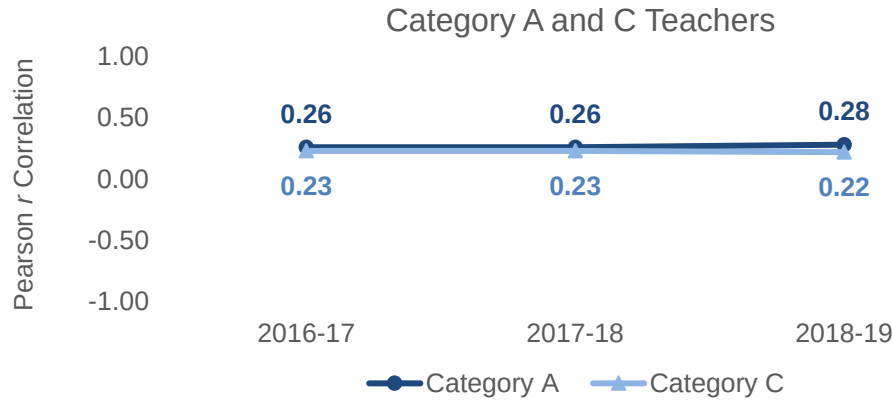


Source: Scorecard data file from Human Capital Management dated September 24, 2019 and student survey data file from Office of Institutional Research dated June 19, 2019.

Note: $n = 1,588$ teachers. Maximum possible score was 20 for total student achievement for Category C teachers.

For Category A teachers, the Pearson r correlation between total student achievement scores and percentage of positive student survey responses remained relatively consistent from .26 in 2016-17 to .28 in 2018-19 (Figure 23). For Category C teachers, the Pearson r correlation between total student achievement scores and percentage of positive student survey responses remained relatively consistent from .23 in 2016-17 to .22 in 2018-19.

Figure 23: 2016-17 to 2018-19 Correlations between Total Student Achievement Scores and Percentage of Positive Student Survey Responses by TEI Category

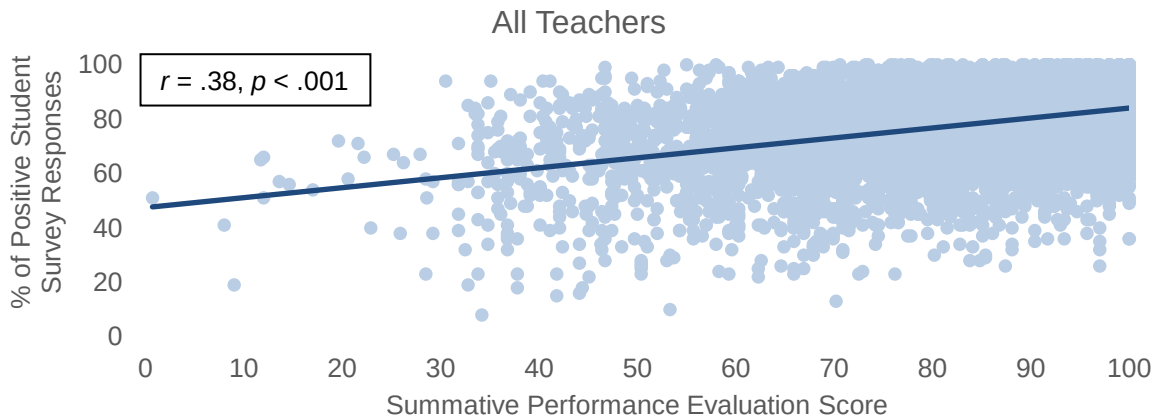


Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019 and student survey data file from Office of Institutional Research dated June 19, 2019.

Summative Performance Evaluation and Student Experience

For all teachers, a statistically significant and moderate correlation was found between summative performance evaluation scores and student experience (i.e., percentage of positive student survey responses), $r = .38$, $p < .001$ (Figure 24). Teachers with higher summative performance evaluation scores tended to have a higher percentage of positive student survey responses.

Figure 24: 2018-19 Summative Performance Evaluation Scores by Percentage Positive Student Survey Responses – All Teachers

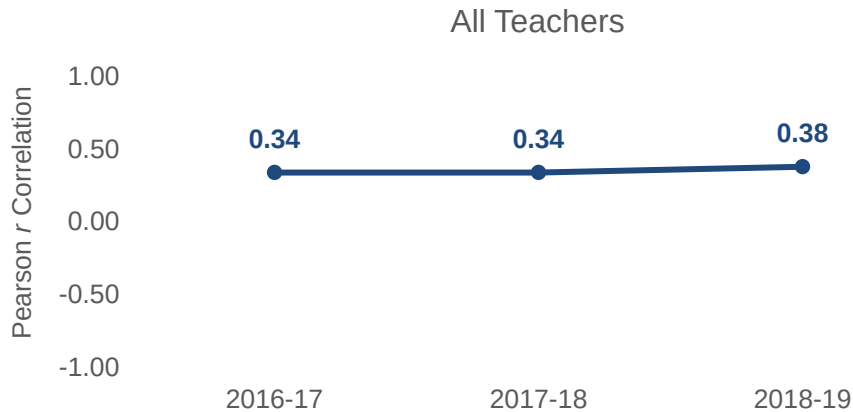


Source: Scorecard data file from Human Capital Management dated September 24, 2019 and student survey data file from Office of Institutional Research dated June 19, 2019.

Note: $n = 5,820$ teachers. Maximum possible score was 100 for summative performance evaluation.

From 2016-17 to 2018-19, the Pearson r correlation between summative performance evaluation scores and percentage of positive student survey responses remained relatively consistent from .34 in 2016-17 to .38 in 2018-19 (Figure 25).

Figure 25: 2016-17 to 2018-19 Correlations between Summative Performance Evaluation Scores and Percentage of Positive Student Survey Responses



Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file for 2018-19 TEI results from Human Capital Management dated October 25, 2019.

What were the results of the Distinguished Teacher Review process?

Methodology

The evaluator used the scorecard data file from Human Capital Management dated September 24, 2019 to examine distinguished teacher review (DTR) points.³⁰ A frequency analysis was conducted to calculate the percentage of teachers who achieved DTR points during the 2018-19 school year. In addition, a second frequency analysis was conducted to calculate the percentage of teachers at each level of creditable service who achieved DTR status. When applicable, results from the 2018-19 school year also were compared to the 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019) TEI results to examine one- and two-year trends.

Results

During the 2018-19 school year, 2,259 teachers received points for DTR.³¹ Ninety-three percent of these teachers successfully met the requirements and achieved a distinguished effectiveness level (i.e., effectiveness level of Proficient II or above).³² These teachers represented 25 percent of all teachers across the district. Figure 26 shows the distribution of DTR points among teachers. The average number of points awarded across the district was 10.4 and ranged between zero and 20 points. In addition,

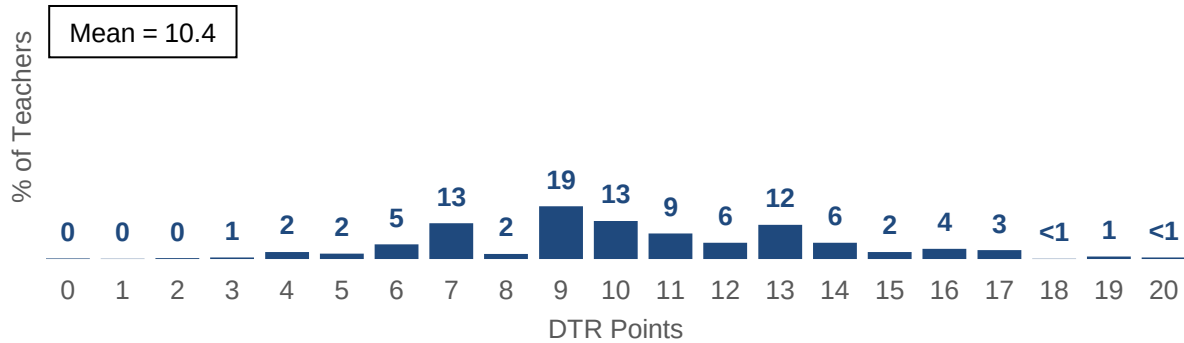
³⁰ To be eligible for DTR in 2018-19, all teachers with prior TEI data must have met the following eligibility criteria: 1) be in at least their third year of service in the 2018-19 school year, 2) earned at least 65 points on their summative performance evaluation in the 2017-18 school year, 3) received at least half of available points from a combination of their student achievement and student experience points, if applicable, in the 2017-18 school year, and 4) be in the top 30 percent of their teacher category based on their 2017-18 school year evaluation results. DTR Eligibility Criteria are adjusted for teachers with no prior TEI data. Additional information regarding the distinguished teacher review process can be found in the 2018-19 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

³¹ The maximum possible DTR points was 20 for teachers at non-Tier 1 campuses and 25 for teachers at Tier 1 campuses. Tier 1 campuses have at least 40% of students enrolled in the free and reduced lunch program.

³² Additional information regarding the Distinguished Teacher Review process can be found in the 2018-19 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

27 percent of teachers who received points for DTR received an additional three, four, or five points for teaching at a Tier 1 school.³³

Figure 26: 2018-19 Percentage of Teachers Receiving DTR Points

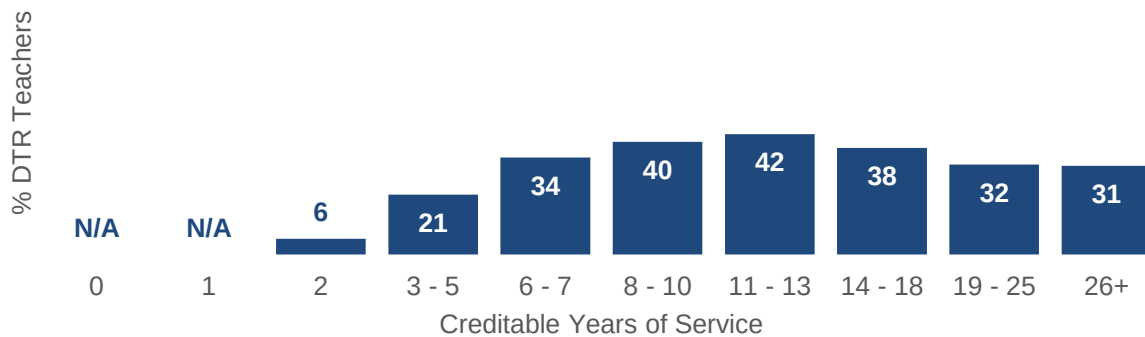


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 2,263$ teachers. DTR = Distinguished Teacher Review. Maximum possible DTR point score was 15 for teachers at non-Tier 1 campuses and 20 for teachers at Tier 1 campuses.

The percentage of DTR teachers by creditable years of service is shown in Figure 27. The lowest percentage of DTR teachers was for two creditable years of service (6%) because teachers were required currently to be in at least the third year of service to be eligible for DTR. The percentage of DTR teachers peaked between 11 and 13 creditable years of service (42%).

Figure 27: 2018-19 Percentage of DTR Teachers by Creditable Years of Service



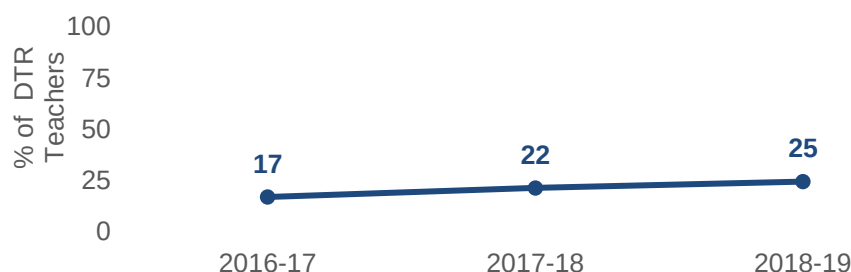
Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 9,435$ teachers. DTR = Distinguished Teacher Review. N/A = Not available. To be eligible for DTR, teachers must have met the following requirements: 1) were in the top 30 percent of teachers within their teacher category, 2) were in at least the third year of service in the 2018-19 academic year, 3) scored at least 65 points on the summative performance evaluation in 2017-18, and 4) received at least half of available points from a combination of achievement and experience points, if applicable, in 2017-18.

³³ Tier 1 points are earned by teachers completing Distinguished Teacher Review and are based on the number of years of service in a Dallas ISD Tier 1 school. After the first year in which a teacher is DTR eligible while teaching at a Tier 1 campus, three Tier 1 points are earned. For each additional year (over three) teaching at a Tier 1 campus while DTR eligible, the teacher earns an additional point, up to a maximum of 10 Tier 1 points.

From 2016-17 to 2018-19, the percentage of DTR teachers in the Dallas ISD trended upward from 17 to 25 percent (Figure 28).

Figure 28: 2016-17 to 2018-19 Percentage of DTR Teachers in the Dallas ISD



Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: DTR = Distinguished Teacher Review. The number of eligible teachers who achieved DTR was 1,685 in 2016-17, 1,881 in 2017-18, and 2,146 in 2018-19.

What were the results of the rewarding excellence (compensation) component of TEI?

This section includes compensation-related information regarding evaluation scores, evaluation ratings, and effectiveness levels. In addition, it includes changes in teacher salaries across effectiveness levels from 2017-18 to 2018-19. When applicable, results from the 2018-19 school year also were compared to the 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019) TEI results to examine trends over time.

Methodology

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

To examine the results of the compensation system of TEI, evaluators used the 2018-19 Scorecard data file from Human Capital Management dated September 24, 2019. Teachers were assigned a final aggregated **evaluation score** based on teacher performance, student achievement, and student experience scores. Evaluation scores ranged from 0 to 100 (up to 120 for DTR teachers). The evaluators conducted a frequency analysis to create a distribution of evaluation scores for Category A, B, C, and D teachers. In addition, the evaluators calculated the average evaluation score by creditable years of service. TEI staff members then transformed evaluation scores into **evaluation ratings** using a target distribution (i.e., Unsatisfactory, Progressing I, Progressing II, Proficient I, Proficient II, Proficient III, and Exemplary).³⁴ Table 8 shows the target distribution that was used to make cut points for converting evaluation scores into

³⁴ A target distribution for evaluation ratings is a set of percentages that defines what proportion of evaluation scores will be assigned to each rating. More information regarding the use of target distributions in TEI can be found in the 2018-19 TEI Rulebook at <http://tei.dallasisd.org/home/resources/>.

evaluation ratings.³⁵ Appendix A includes the cut points that were used for converting the evaluation scores into an evaluation rating in 2016-17, 2017-18, and 2018-19. The evaluators calculated average creditable years of service grouped by evaluation rating, and then calculated a Spearman's rho (ρ) statistic to determine the correlation between creditable years of service and evaluation rating.

Table 8: 2018-19 Evaluation Rating Target Distribution

Teacher Category	Unsatisfactory	Progressing		Proficient			Exemplary
		I	II	I	II	III	
Categories A, B, C, D	3%	12%	25%	40%	12%	6%	2%

Source: Table from 2018-19 TEI Teacher Guidebook.

TEI program staff members converted evaluation ratings into **effectiveness levels** (i.e., Unsatisfactory, Progressing I, Progressing II, Proficient I, Proficient II, Proficient III, Exemplary I, Exemplary II, and Master). Effectiveness levels determined compensation, as shown in Table 9.^{36,37} The evaluators then calculated the percentage of teachers who achieved each of the effectiveness levels for 2018-19.

Table 9: 2018-19 Teacher Salaries by Effectiveness Levels

Novice	Unsatisfactory	Progressing		Proficient			Exemplary		Master
		I	II	I	II	III	I	II	
\$50K	\$47K	\$52K	\$53K	\$56K	\$60K	\$65K	\$74K	\$82K	\$90K

Source: Table from the 2018-19 TEI Teacher Guidebook.

Salary Increases

The evaluators used the 2018-19 scorecard data file from Human Capital Management dated September 24, 2019 to determine if teacher salaries increased from 2018-19 to 2019-20. Teachers were excluded if they left the district, moved into a non-TEI position, did not receive an effectiveness level, or were not full-time employees in 2018-19 and 2019-20. Evaluators calculated the average teacher salary in 2018-19 and 2019-20 by effectiveness level and the average salary increase in 2019-20 by effectiveness level.³⁸

³⁵ Separate cut points were calculated for each teacher category to ensure that one category did not have an advantage compared to another category. Using the target distribution may result in teachers from different categories with the same evaluation score earning different evaluation ratings. Furthermore, evaluation scores cannot be compared across categories, while evaluation ratings can be compared across categories.

³⁶ Additional information regarding how evaluation scores, evaluation ratings, and effectiveness levels were determined can be found in the 2018-19 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

³⁷ The first Master teachers were designated at the end of the 2017-18 school year.

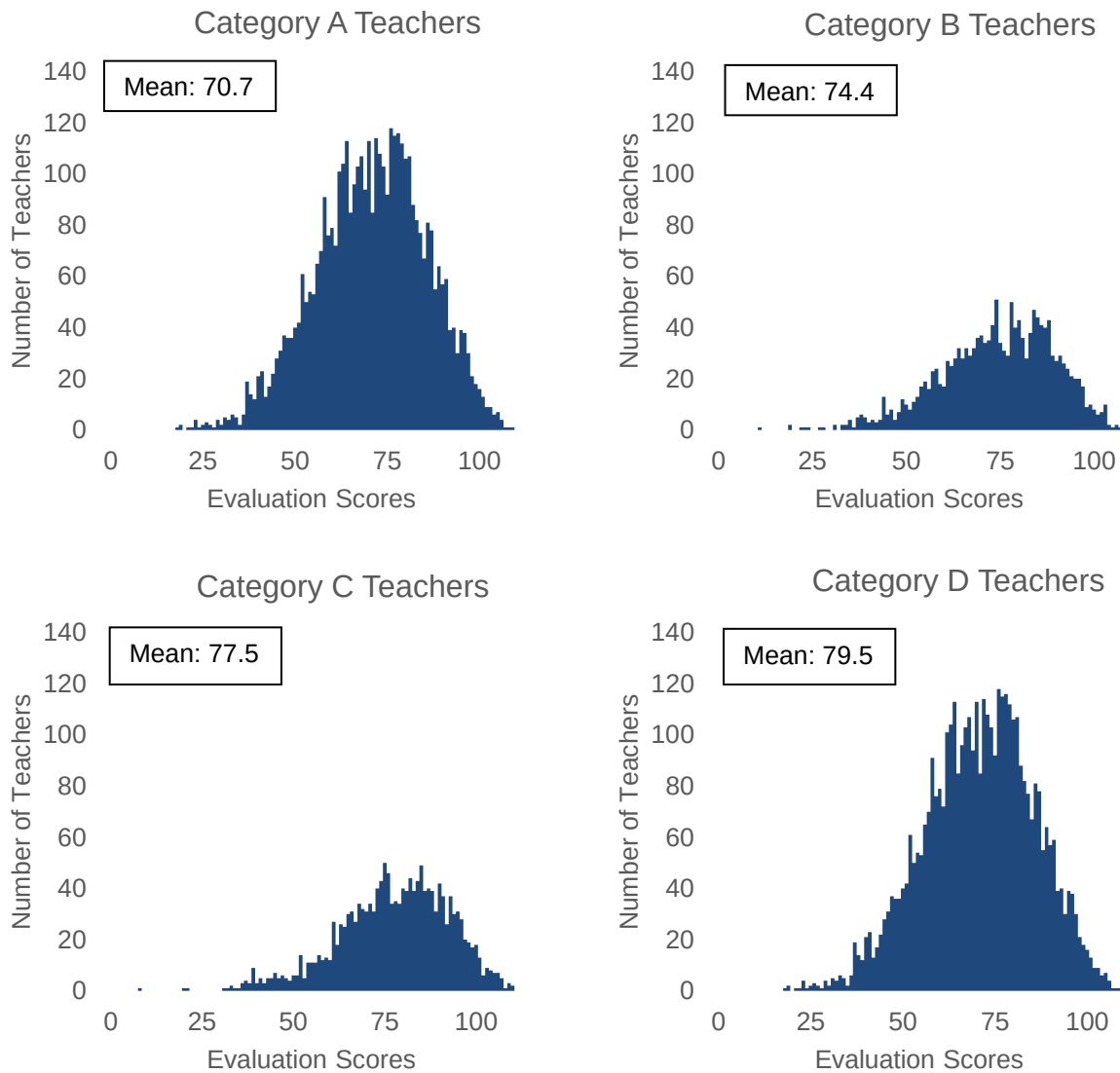
³⁸ Teacher effectiveness levels from 2017-18 were used to determine 2018-19 salary, and teacher effectiveness levels from 2018-19 were used to determine 2019-20 salary.

Results

Evaluation Scores

The distribution of evaluation scores by TEI category (i.e., Category A, B, C, and D teachers) can be found in Figure 29. The average evaluation scores were 70.7 for Category A, 74.4 for Category B, 77.5 for Category C, and 79.5 for Category D teachers.

Figure 29: 2018-19 Frequency Distribution of Evaluation Scores by TEI Category



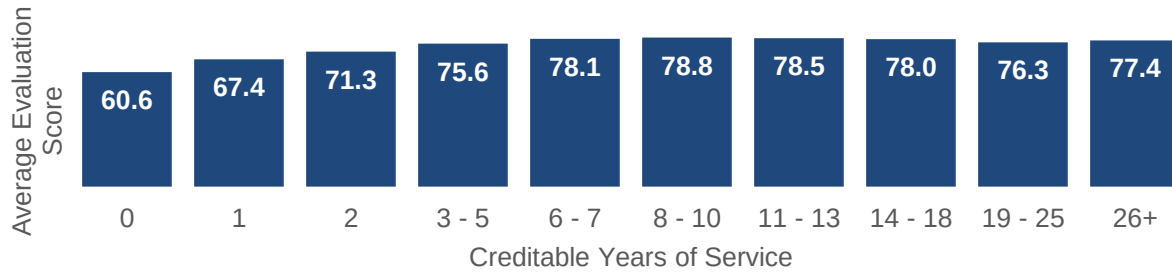
Source: Scorecard data file from Human Capital Management dated September 24, 2019 and 2018-19 TEI Rulebook.

Note: $n = 4,236$ Category A Teachers. $n = 1,554$ Category B Teachers. $n = 1,588$ Category C Teachers. $n = 2,207$ Category D Teachers. TEI = Teacher Excellence Initiative. Maximum possible evaluation score was 100 for non-DTR teachers and 115 for DTR teachers.

The average evaluation scores by creditable years of service are shown in Figure 30. Teachers with zero years of creditable service (i.e., first-year teachers) earned the lowest average evaluation score

(60.6). The average evaluation score gradually increased as years of service increased and started to plateau between six and seven creditable years of service.

Figure 30: 2018-19 Average Evaluation Scores by Creditable Years of Service

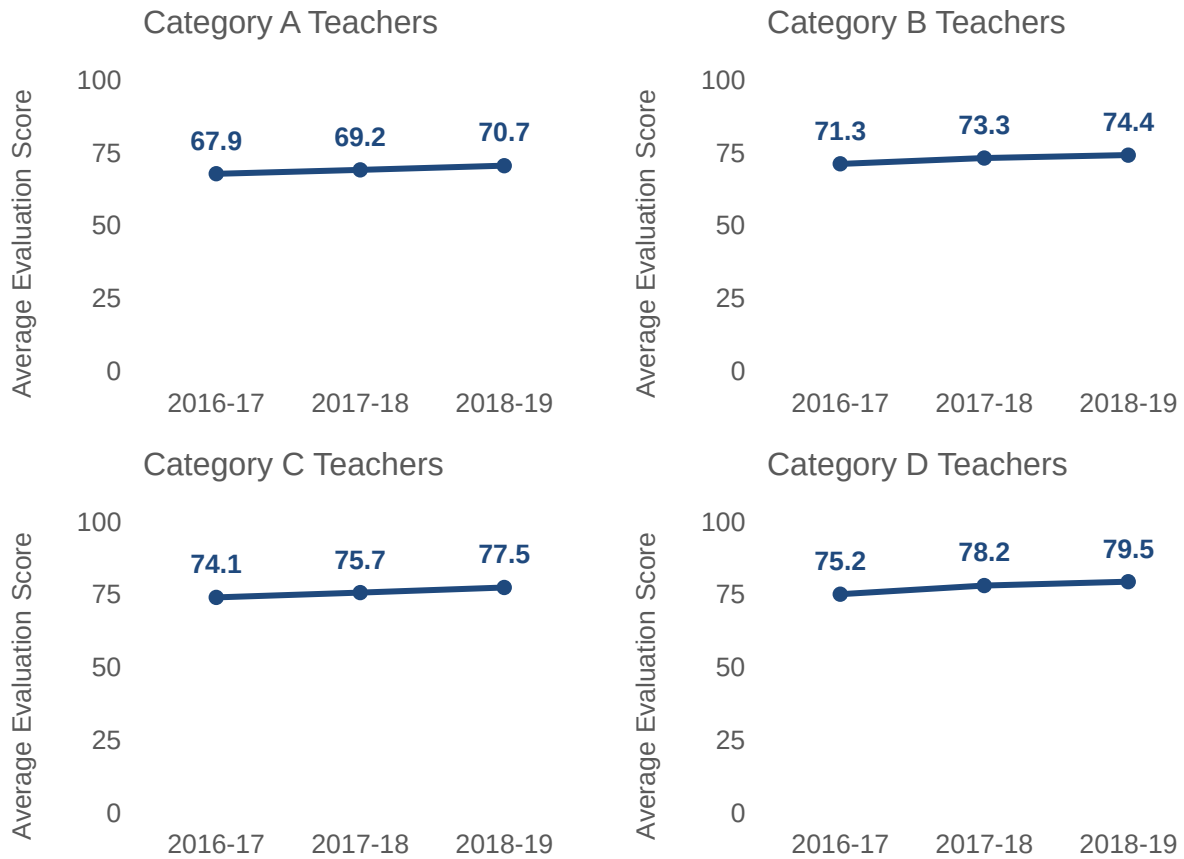


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 9,448$ teachers. Maximum possible evaluation score was 100 for non-DTR teachers and 115 for DTR teachers.

As indicated in Figure 31, the average evaluation scores for Category A, B, C, and D teachers trended upward from 2016-17 (67.9-75.2) to 2018-19 (70.7-79.5).

Figure 31: 2016-17 to 2018-19 Average Evaluation Score by TEI Category



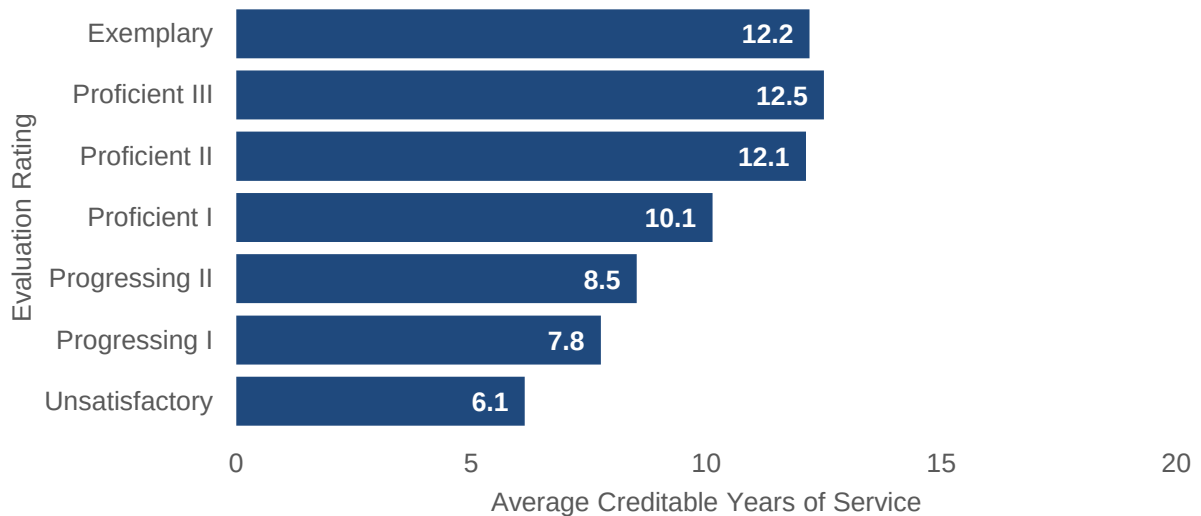
Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: Maximum possible evaluation score was 115 in 2016-17, 115 in 2017-18, and 120 in 2018-19.

Evaluation Ratings

As indicated by Figure 32, the lowest average credible years of service (6.1) was found for teachers with an Unsatisfactory evaluation rating. The average creditable years of service slightly increased as evaluation rating increased but plateaued starting with the Proficient II evaluation rating. Furthermore, a statistically significant but weak to moderate correlation was found between creditable years of service and evaluation ratings, $\rho = .26$, $p < .01$. Importantly, when first- and second-year teachers were removed from the sample, the statistically significant correlation between creditable years of service and evaluation ratings was very weak, $\rho = .05$, $p < .01$.

Figure 32: 2018-19 Average Creditable Years of Service by Evaluation Rating



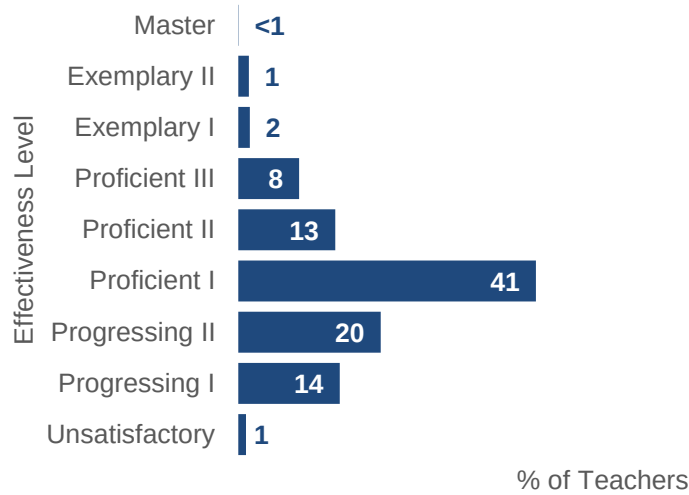
Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 9,294$ teachers.

Effectiveness Levels

The percentage of teachers who achieved each effectiveness level is shown in Figure 33. The largest percentage of teachers received an effectiveness level of Proficient I (41%), followed by Progressing II (20%), Progressing I (14%), and Proficient II (13%). The remaining effectiveness levels combined included approximately 12 percent of teachers.

Figure 33: 2018-19 Percentage of Teachers Achieving Each Effectiveness Level



Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 9,441$ teachers.

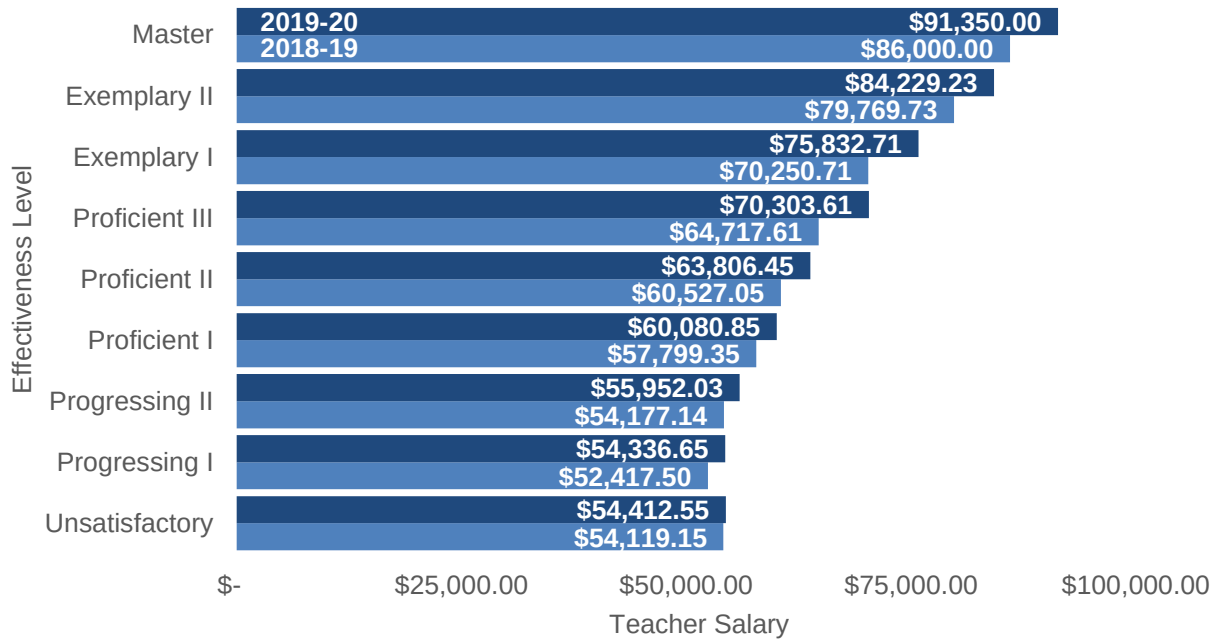
Salary Increases

Because of a districtwide pay increase, 99 percent of the 7,063 full-time teachers who were included in the sample³⁹ received a pay increase from 2018-19 to 2019-20.⁴⁰ As indicated by Figure 34, teachers in every effectiveness level, on average, received a pay increase in 2018-19.

³⁹ Teachers were excluded if they left the district, moved into a non-TEI position, did not receive an effectiveness level, or were not full-time employees in 2018-19 and 2019-20.

⁴⁰ Beginning in the 2017-18 school year, teachers who earned and/or maintained an effectiveness level of Progressing II up to Exemplary II were eligible for a Performance Retention Increase. To be considered eligible, a teacher's current annual salary had to be at or above the corresponding salary of their earned effectiveness level for 2018-19. While not eligible for the retention increase, the novice teacher salary (i.e., new hires in 2018-19) and the Progressing I compensation level was adjusted to \$52,000 for market equity. Additional information regarding the Performance Retention Increase can be found in the 2018-19 TEI Teacher Guidebook at <http://tei.dallasisd.org/home/resources/>.

Figure 34: 2018-19 to 2019-20 Average Teacher Salary by Effectiveness Level

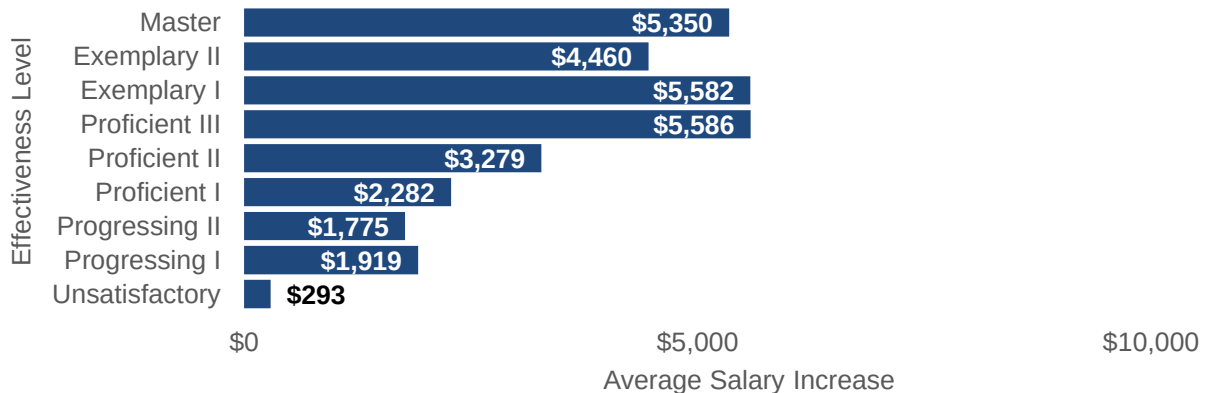


Source: Scorecard data file from Human Capital Management dated September 24, 2019. Teacher salary data file from Human Capital Management dated November 19, 2019.

Note: $n = 7,063$ teachers. Teachers were excluded if they left the district, moved into a non-TEI position, did not receive an effectiveness level, or were not full-time employees in 2018-19 and 2019-20. Effectiveness levels were assigned in fall 2019.

Teachers who received higher effectiveness levels in 2018-19 received higher salary increases for 2019-20 compared to those with lower effectiveness levels (Figure 35). Average salary increases were highest for teachers who earned a Proficient III (\$5,586), Exemplary I (\$5,582), or Master (\$5,350) effectiveness level.

Figure 35: 2018-19 Average Salary Increase by Effectiveness Level



Source: Scorecard data file from Human Capital Management dated September 24, 2019. Teacher salary data file from Human Capital Management dated November 19, 2019.

Note: $n = 7,063$ teachers. Teachers were excluded if they left the district, moved into a non-TEI position, did not receive an effectiveness level, or were not full-time employees in 2018-19 and 2019-20. Effectiveness levels were assigned in fall 2019.

What were retention rates for teachers?

Methodology

To determine 2018-19 teacher retention rates, the evaluators used the Dallas ISD personnel file dated April 11, 2019 and the Scorecard data file from Human Capital Management dated September 24, 2019. A frequency analysis was conducted to determine why teachers left the district during the 2018-19 school year (i.e., deceased, laid off/discharged, quit, retired, and other). The evaluators conducted a second frequency analysis to calculate the percentage of teachers who continued to teach in the district, moved to a non-teaching position, or left the district, grouped by evaluation ratings and effectiveness levels. When applicable, results from the 2018-19 school year also were compared to the 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019) TEI results to examine trends over time.

Results

Approximately 13 percent ($n = 1,278$) of the 9,585 2018-19 TEI teachers left the district by April 11, 2019, and 279 (22%) of these teachers provided the reason they left the district (Table 10).

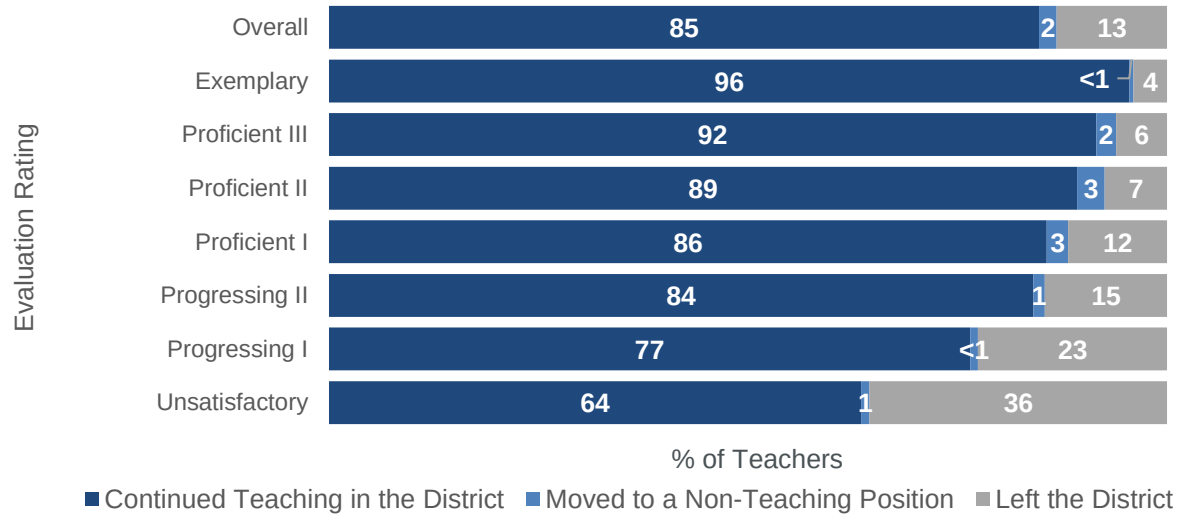
Table 10: 2018-19 Reasons Teachers Left the Dallas ISD

Reasons for Leaving	<i>n</i>	%
Deceased	0	0.0
Laid Off/Discharged	1	0.1
Quit	195	15.3
Retired	76	5.9
Other	7	0.5
Unknown	999	78.2

Source: $N = 1,278$. District personnel file dated April 11, 2019 and Scorecard data file from Human Capital Management dated September 24, 2019.

Figure 36 shows the percentage of teachers with each evaluation rating who continued teaching in the district, moved to a non-teaching position, or left the district after the 2018-19 school year. Thirty-six percent of teachers with an unsatisfactory evaluation rating left the district. The percentage of teachers who left the district within each evaluation rating level generally decreased as evaluation rating increased.

Figure 36: 2018-19 Retention Rates by Evaluation Rating

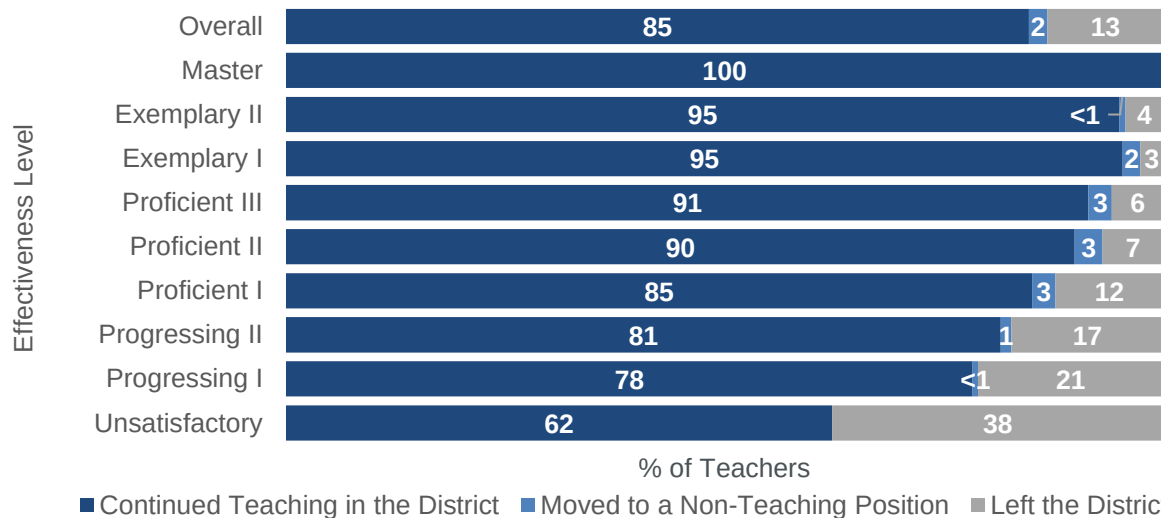


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 9,420$ teachers. $n = 200$ Exemplary. $n = 675$ Proficient III. $n = 1,530$ Proficient II. $n = 3,324$ Proficient I. $n = 2,329$ Progressing II. $n = 1,055$ Progressing I. $n = 307$ Unsatisfactory. Some percentages may not sum to 100 percent because of rounding.

Figure 37 shows the percentage of teachers in each effectiveness level that continued teaching in the district, moved to a non-teaching position, or left the district after the 2018-19 school year. Thirty-eight percent of teachers with an unsatisfactory effectiveness level left the district. The percentage of teachers who left the district within each effectiveness level generally decreased as effectiveness level increased. Thus, the Dallas ISD retained effective teachers at higher rates than less effective teachers.

Figure 37: 2017-18 Retention Rates by Effectiveness Level

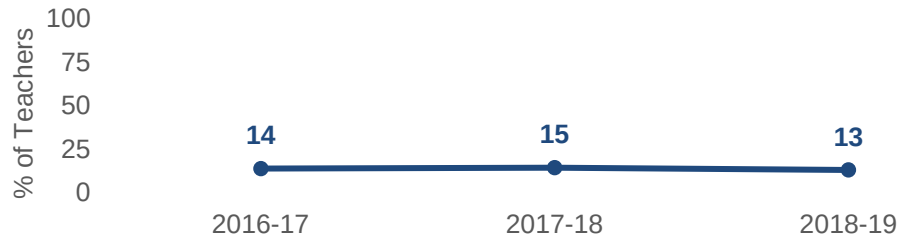


Source: Scorecard data file from Human Capital Management dated September 24, 2019. Some percentages may not sum to 100 percent because of rounding.

Note: $n = 9,441$ teachers. $n = 6$ Master. $n = 139$ Exemplary II. $n = 151$ Exemplary I. $n = 788$ Proficient III. $n = 1,253$ Proficient II. $n = 3,852$ Proficient I. $n = 1,842$ Progressing II. $n = 1,312$ Progressing I. $n = 98$ Unsatisfactory.

As indicated by Figure 38, the percentage of teachers who left the district remained relatively consistent from 2016-17 to 2018-19.

Figure 38: 2016-17 to 2018-19 Percentage of Teachers Who Left the Dallas ISD

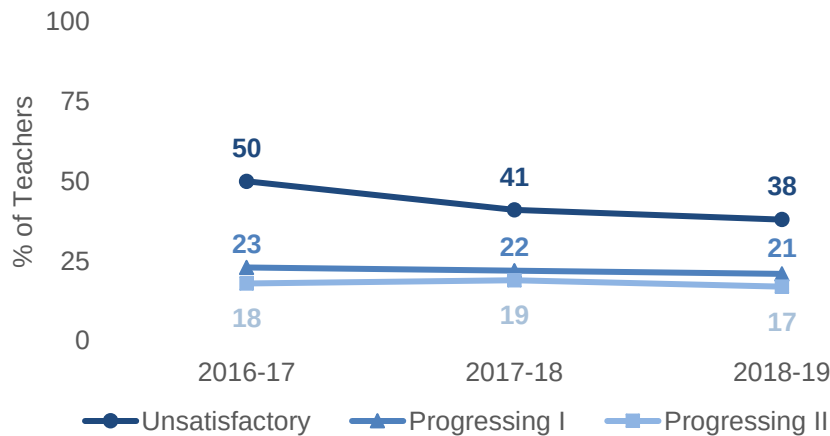


Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 10,148$ teachers in 2016-17. $n = 9,907$ teachers in 2017-18. $n = 9,941$ teachers in 2018-19.

While the percentage of Unsatisfactory teachers leaving the district trended downward from 2016-17 to 2018-19, Unsatisfactory teachers continued to leave at higher rates than other effectiveness levels,⁴¹ indicating Dallas ISD retained effective teachers at higher rates than less effective teachers (Figure 39). The rate of Progressing I and Progressing II teachers remained generally stable.

Figure 39: 2016-17 to 2018-19 Percentage of Unsatisfactory, Progressing I, and Progressing II Teachers Who Left the Dallas ISD



Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: 2016-17: $n = 88$ Unsatisfactory, $n = 1,539$ Progressing I, and $n = 2,370$ Progressing II. 2017-18: $n = 82$ Unsatisfactory, $n = 1,414$ Progressing I, and $n = 2,003$ Progressing II. 2018-19: $n = 98$ Unsatisfactory, $n = 1,312$ Progressing I, and $n = 1,842$ Progressing II.

⁴¹ This result should be viewed with caution because of the low sample size of Unsatisfactory teachers compared to Progressing I and Progressing II teachers.

Notably, as seen in Table 11, by 2018-19, 93 percent of teachers that received an Unsatisfactory effectiveness rating in 2016-17 left the district (74%) or increased their effectiveness level (19%). Similarly, 73 percent of teachers who received an Unsatisfactory effectiveness rating in 2017-18 left the district (51%) or increased their effectiveness level (22%) by 2018-19.

Table 11: 2017-18 to 2018-19 Retention Status and Effectiveness Level of 2016-17 and 2017-18 Unsatisfactory Teachers

	2017-18		2018-19	
	<i>n</i>	%	<i>n</i>	%
2016-17 Unsatisfactory Teachers				
Left District	49	55.7	65	73.9
Unsatisfactory	16	18.2	6	6.8
Progressing I	23	26.1	6	6.8
Progressing II	-	-	11	12.5
2017-18 Unsatisfactory Teachers				
Left District	-	-	42	51.2
Unsatisfactory	-	-	22	26.8
Progressing I	-	-	18	22.0
Progressing II	-	-	-	-

Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: *n* = 88 Unsatisfactory teachers in 2016-17. *n* = 82 Unsatisfactory teachers in 2017-18.
- = no data were available.

What were the results of TEI by high school feeder pattern and by network?

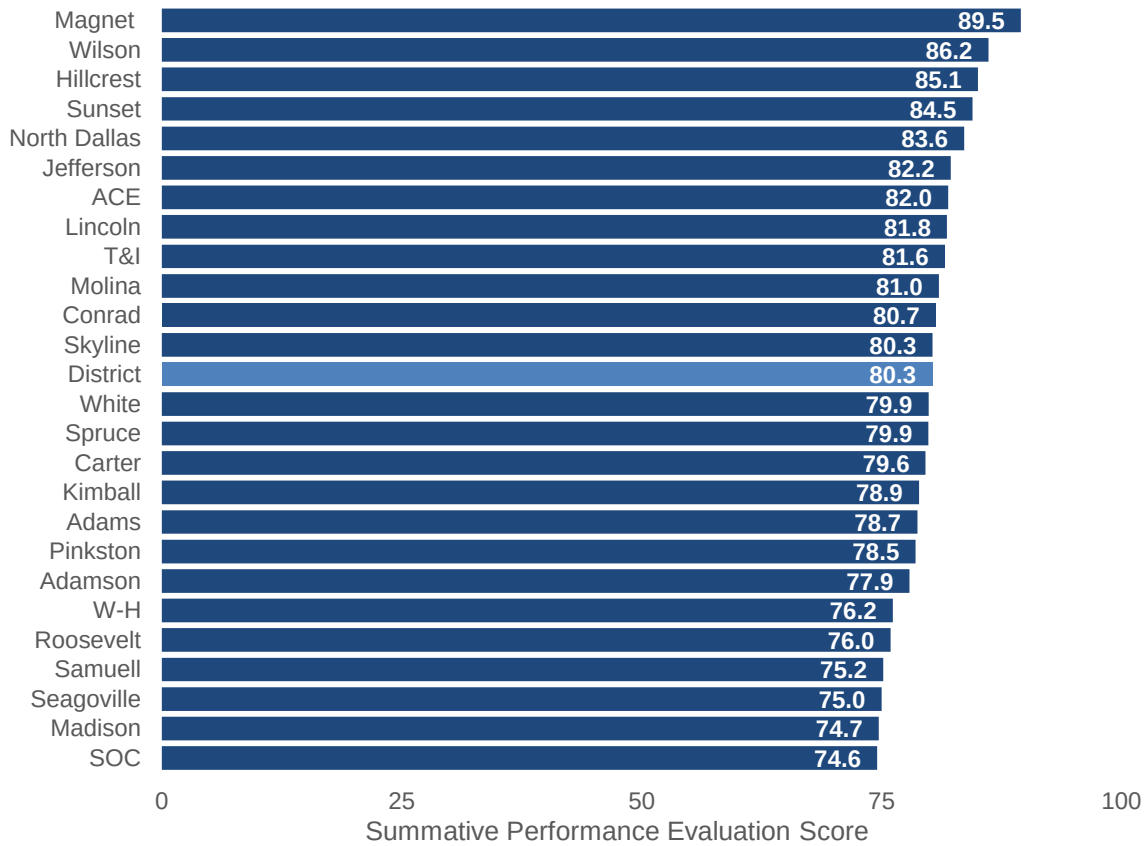
Methodology

The evaluators merged the 2018-19 scorecard and Cornerstone data files from Human Capital Management dated October 25, 2019 and conducted frequency analyses to examine the results of TEI (i.e., average summative evaluation performance scores, average total student achievement score, average student experience score, and percentage of teachers achieving DTR) by high school feeder pattern and by network. When applicable, results from the 2018-19 school year were compared to the 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019) TEI results by feeder pattern to examine one- and two-year trends.

Results

While the average summative performance evaluation score for the district was 80.3, the average summative scores varied across feeder patterns (Figure 40). Average summative evaluation scores ranged from 74.6 (South Oak Cliff) to 89.5 (Magnet).

Figure 40: 2018-19 Average Summative Performance Evaluation Scores by Feeder Pattern

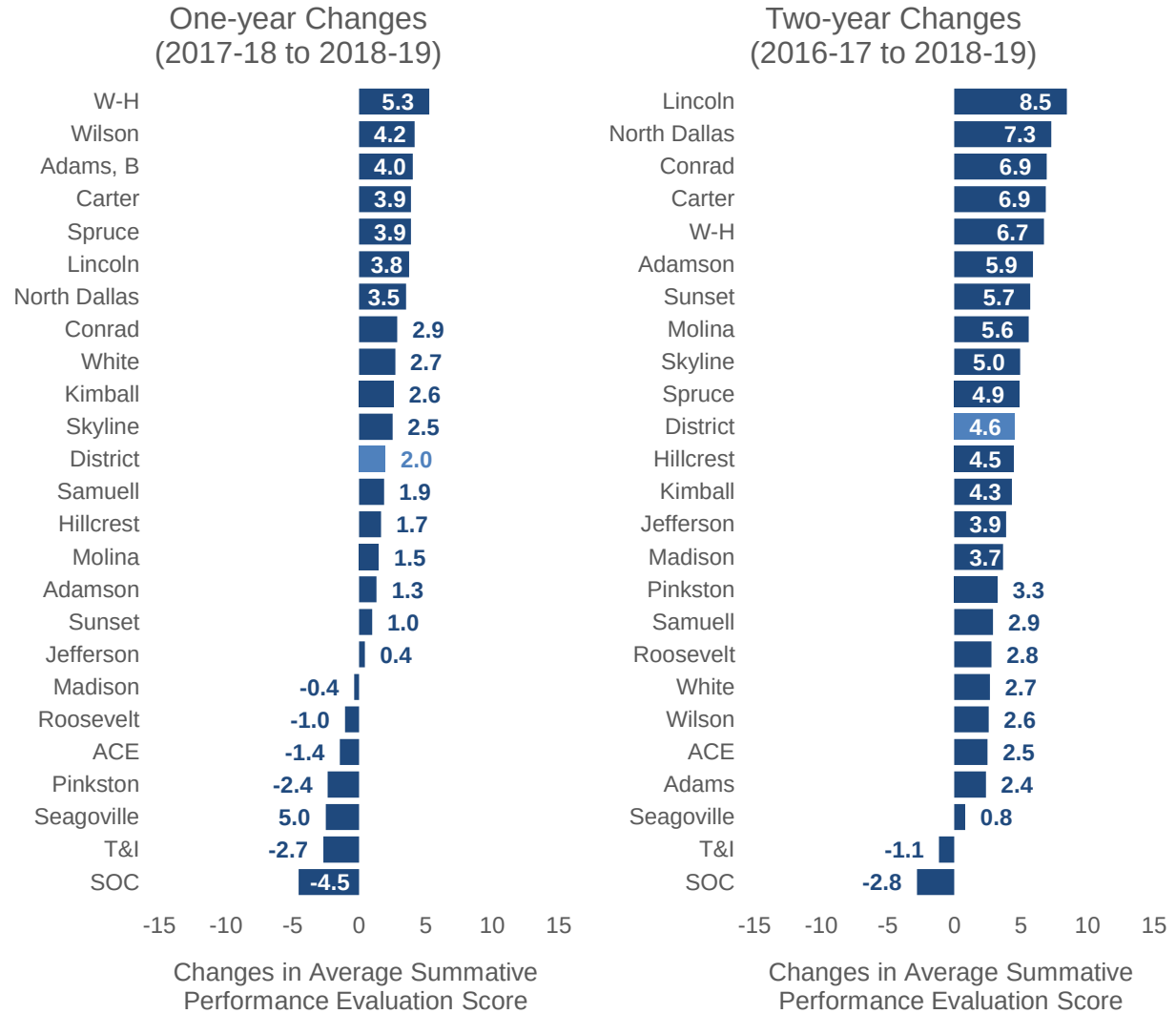


Source: Scorecard data file from Human Capital Management dated October 25, 2019.

Note: $n = 9,585$ teachers. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. Maximum possible summative performance evaluation score was 100.

From 2016-17 to 2018-19, the average summative performance evaluation scores trended upward across almost all feeder patterns in the Dallas ISD (Figure 41).

Figure 41: One-year and Two-year Changes in Average Summative Performance Evaluation Scores by Feeder Pattern

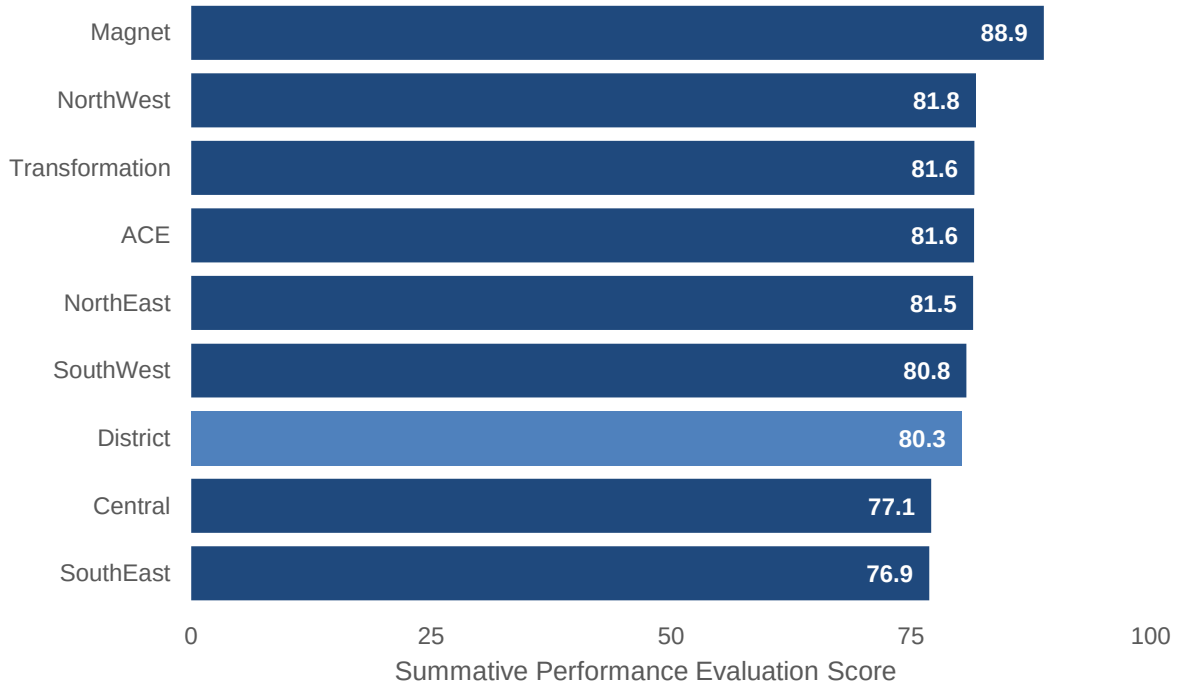


Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. The maximum possible summative evaluation score was 100.

As indicated by Figure 42, the average summative evaluation scores by network ranged from 76.9 (Southeast) to 88.9 (Magnet).

Figure 42: 2018-19 Average Summative Performance Evaluation Scores by Network

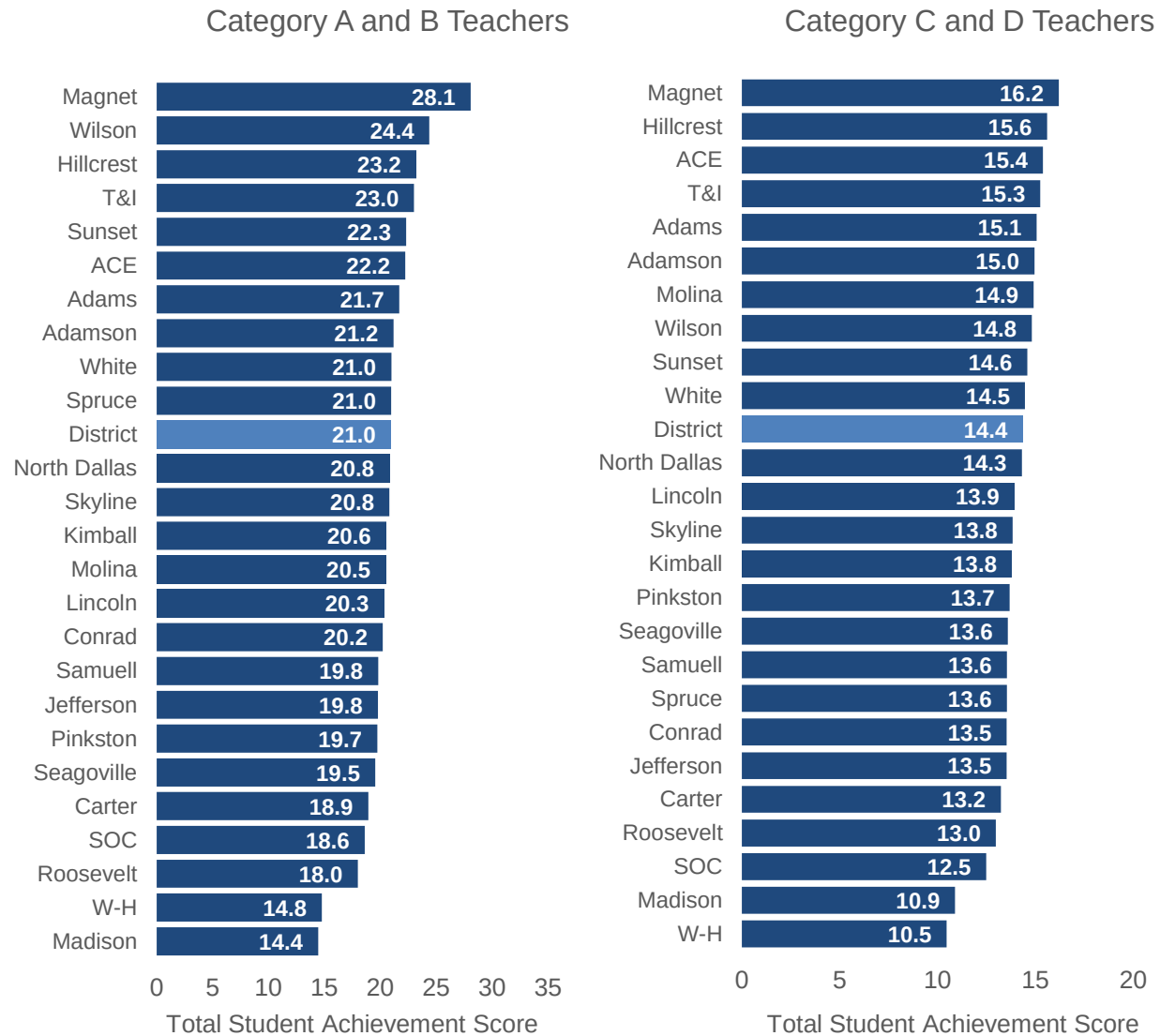


Source: Scorecard data file from Human Capital Management dated October 25, 2019.

Note: $n = 9,585$ teachers. ACE = Accelerating Campus Excellence. Maximum possible summative performance evaluation score was 100.

Average total student achievement scores by feeder pattern are shown in Figure 43. For Category A and B teachers, the average total student achievement score ranged from 14.4 (Madison) to 28.1 (Magnet), with a district average of 21.0. For Category C and D teachers, the average total student achievement score ranged from 10.5 (Wilmer-Hutchinson) to 16.2 (Magnet), with a district average of 14.4.

Figure 43: 2018-19 Average Total Student Achievement Scores by TEI Category and Feeder Pattern

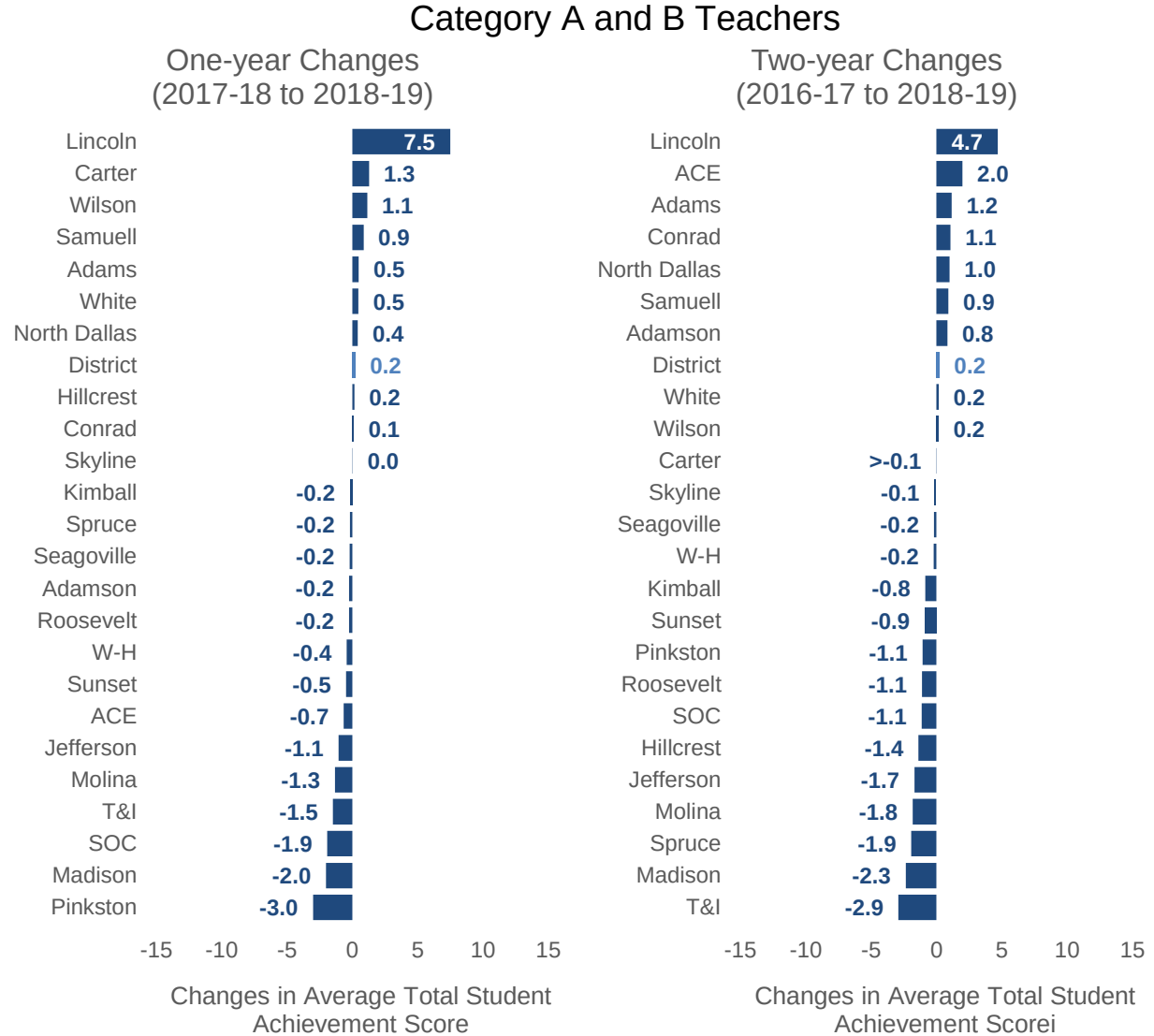


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 5,790$ Category A/B teachers and $n = 3,780$ Category C/D teachers. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

For Category A and B teachers, the average total student achievement score remained consistent at 20.7 from 2016-17 to 2018-19, and the average total student achievement score trended slightly upward for 9 of 24 feeder patterns from 2016-17 to 2018-19 (Figure 44).

Figure 44: One-year and Two-year Changes in Average Total Student Achievement Scores by Feeder Pattern: Category A and B Teachers

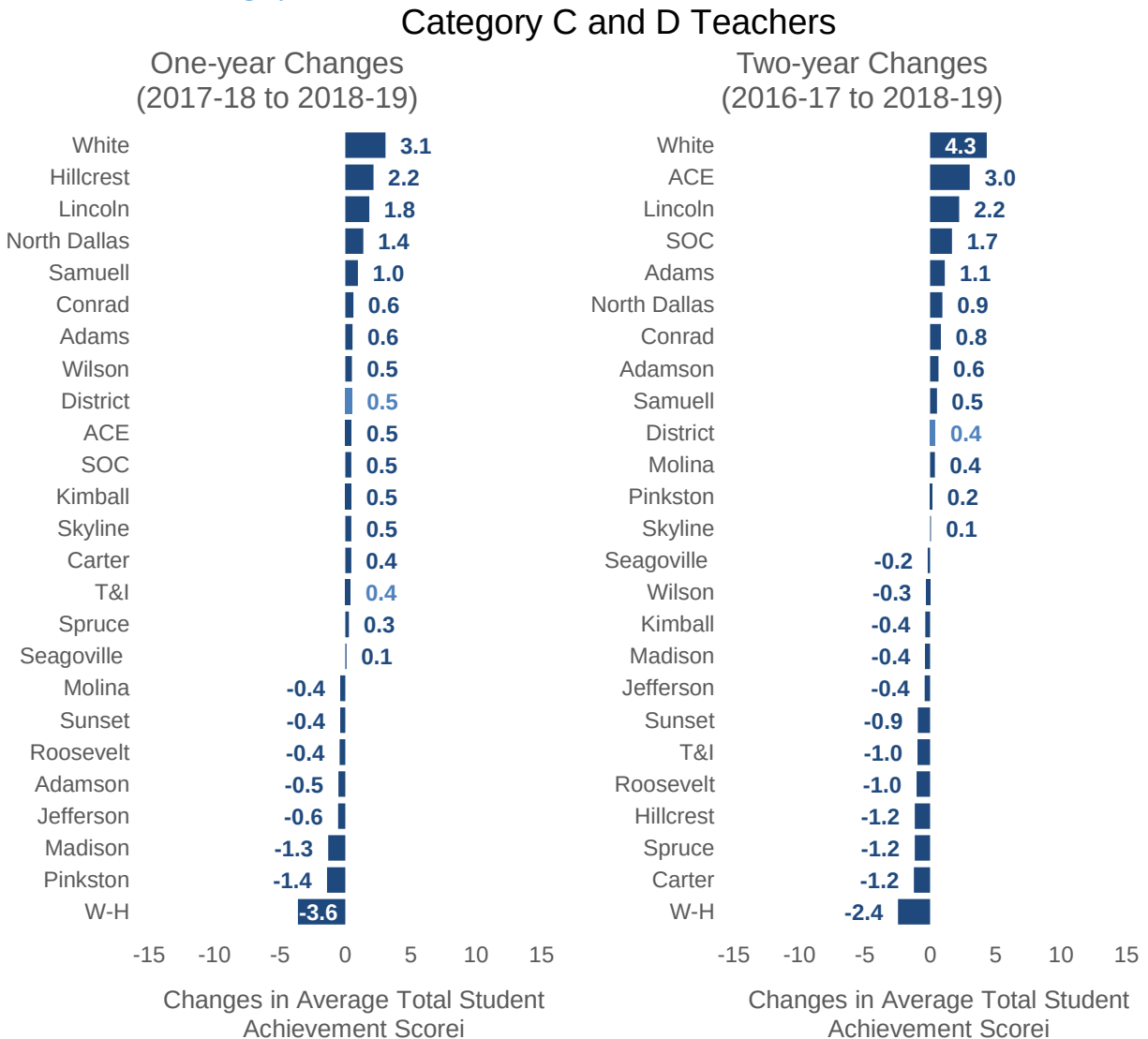


Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. The maximum possible student achievement score was 35 for category A/B teachers.

For Category C and D teachers, the average total student achievement score trended slightly upward from 13.9 in 2016-17 to 14.4 in 2018-19, and the average total student achievement score trended slightly upward at 12 of 24 feeder patterns from 2016-17 to 2018-19 (Figure 45).

Figure 45: One-year and Two-year Changes in Average Total Student Achievement Scores by Feeder Pattern: Category C and D Teachers

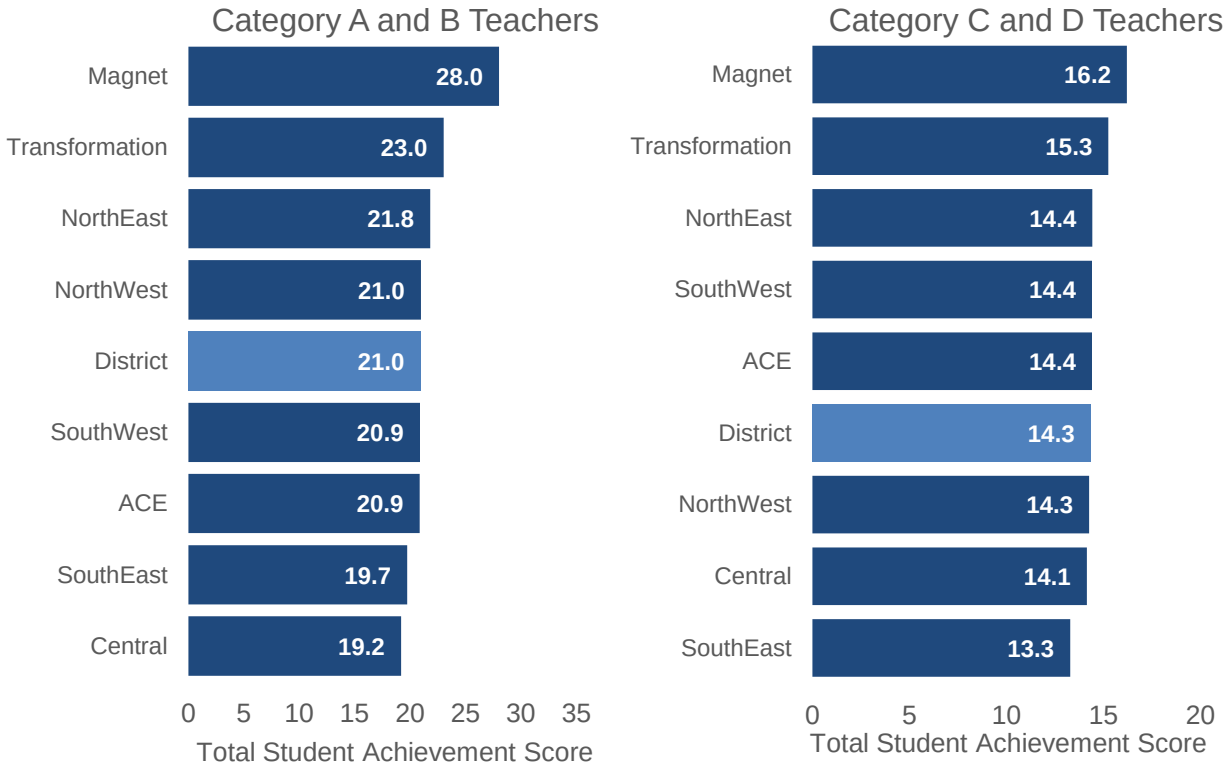


Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. The maximum possible student achievement score for category C/D teachers was 20.

In addition, the average total student achievement scores by network ranged from 19.2 (Central) to 28.0 (Magnet) for Category A and B teachers and from 13.3 (Southeast) to 16.2 (Magnet) for Category C and D teachers (Figure 46).

Figure 46: 2018-19 Average Total Student Achievement Scores by TEI Category and Network

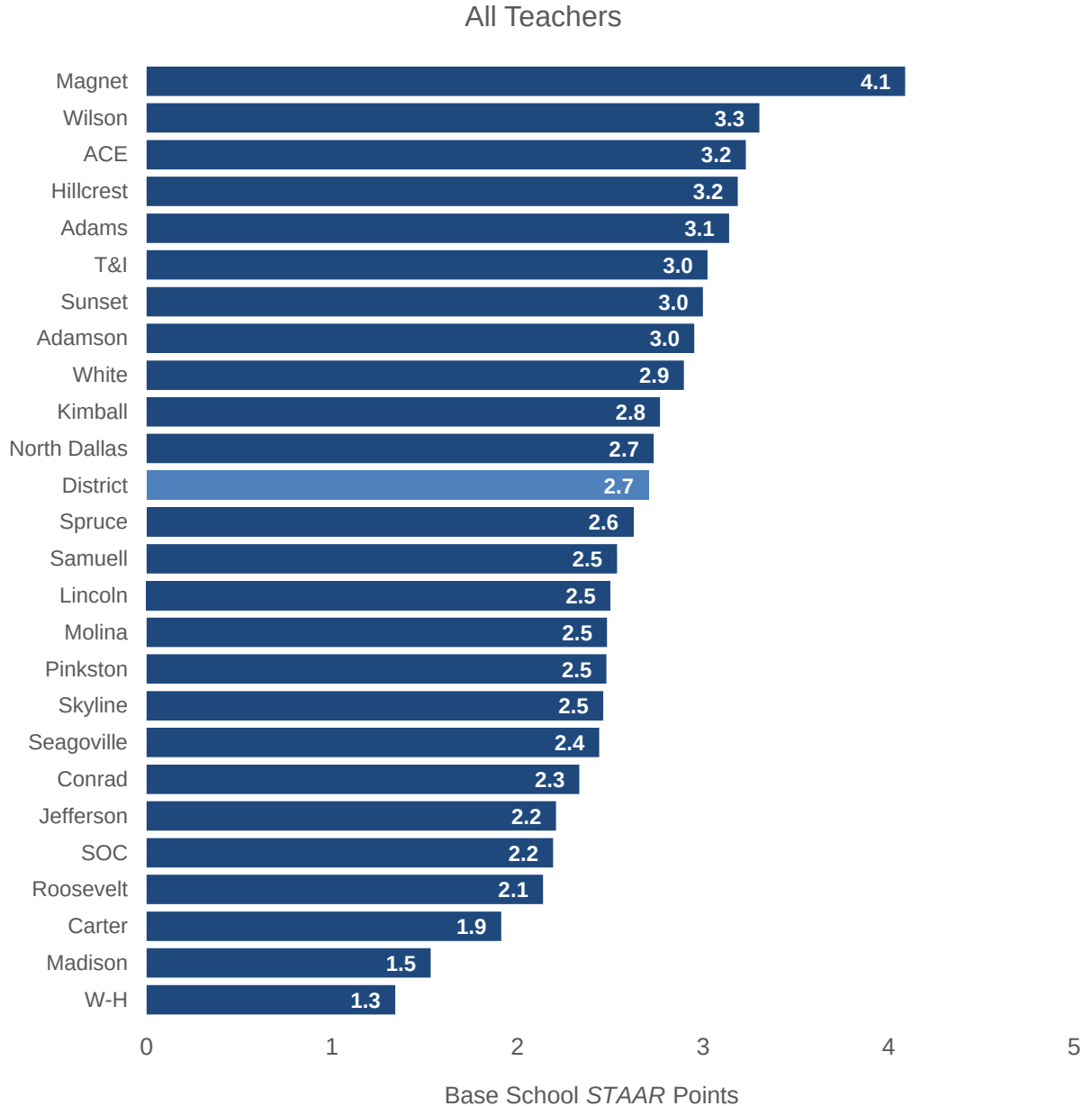


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 5,790$ Category A/B teachers and $n = 3,780$ Category C/D teachers. ACE = Accelerating Campus Excellence. Maximum possible score was 35 for Category A/B teachers and 20 for Category C/D teachers.

As shown in Figure 47, average base school STAAR points varied across feeder patterns. The average base school STAAR points ranged from 1.3 (Wilmer-Hutchins) to 4.1 (Magnet), with a district average of 2.7.

Figure 47: 2018-19 Average Base School STAAR Points by Feeder Pattern

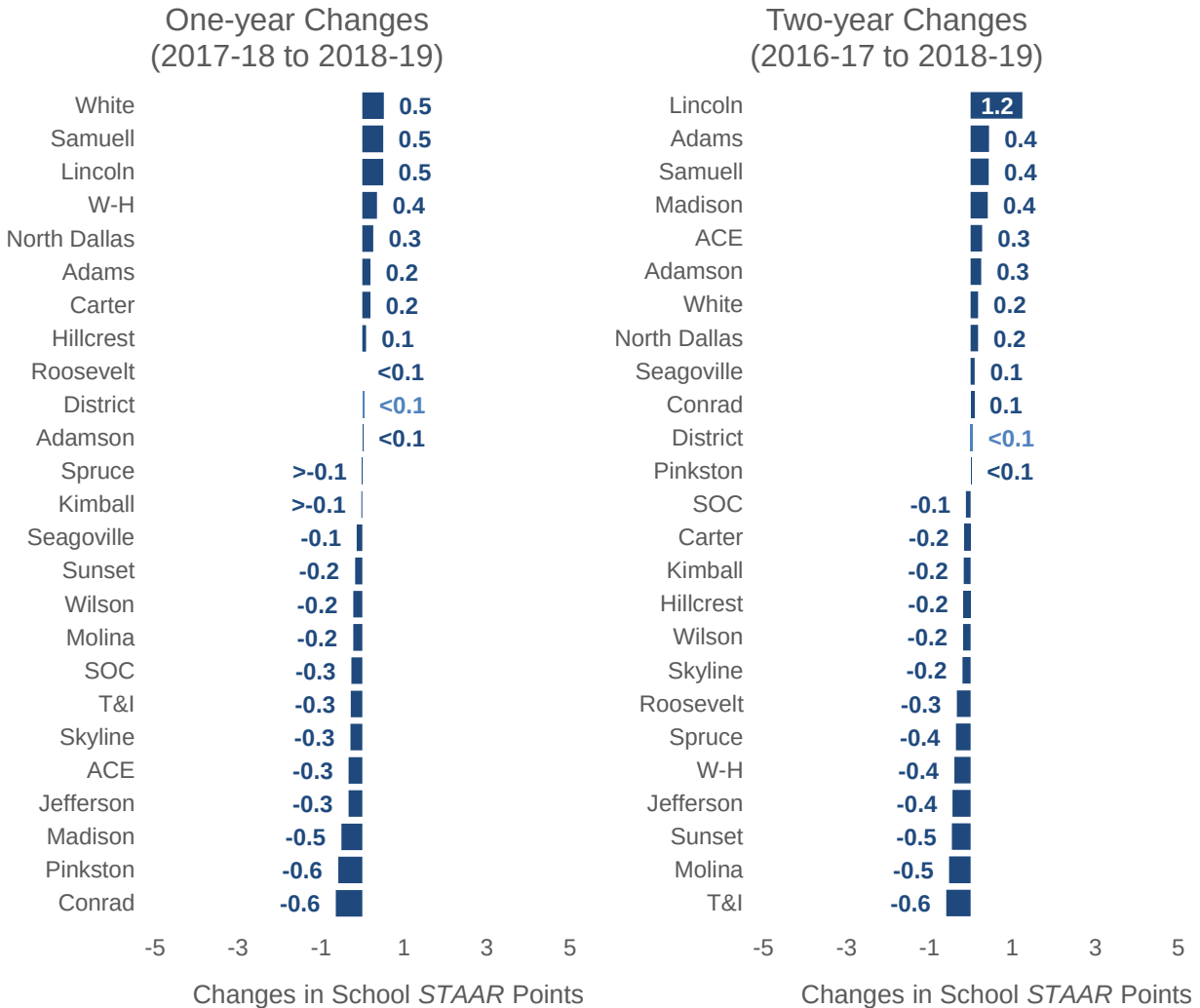


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 9,299$ teachers. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. All teachers at a campus received the same number of base points (i.e., zero to five) for the *School STAAR* measure.

The district average base school STAAR points remained relatively consistent from 2.6 in 2016-17 to 2.7 in 2018-19, and the average base school STAAR points remained consistent or trended slightly upward at 11 of 24 feeder patterns from 2016-17 to 2018-19 (Figure 48).

Figure 48: One-year and Two-year Changes in Average Base School STAAR Points by Feeder Pattern

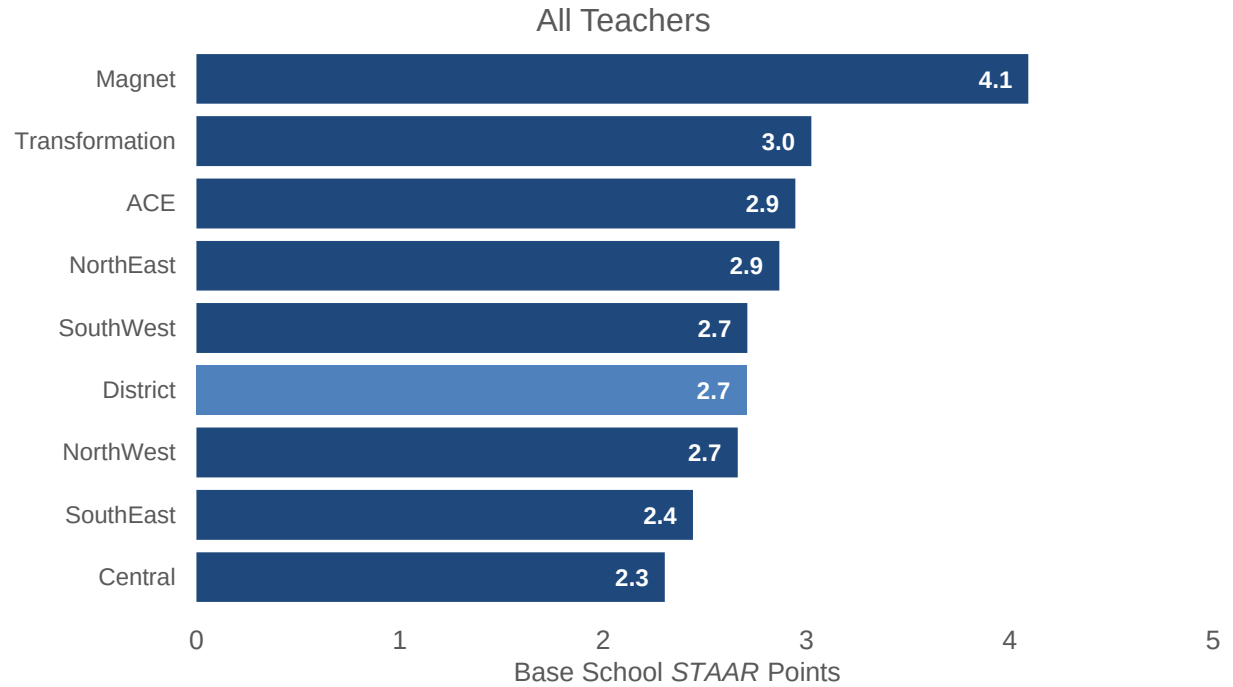


Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. All teachers at a campus received the same number of base points (i.e., zero to five) for the School STAAR measure.

In addition, average base school *STAAR* points varied across network. As indicated in Figure 49, the average base school *STAAR* points ranged from 2.3 (Central) to 4.1 (Magnet).

Figure 49: 2018-19 Average Base School *STAAR* Points by Network

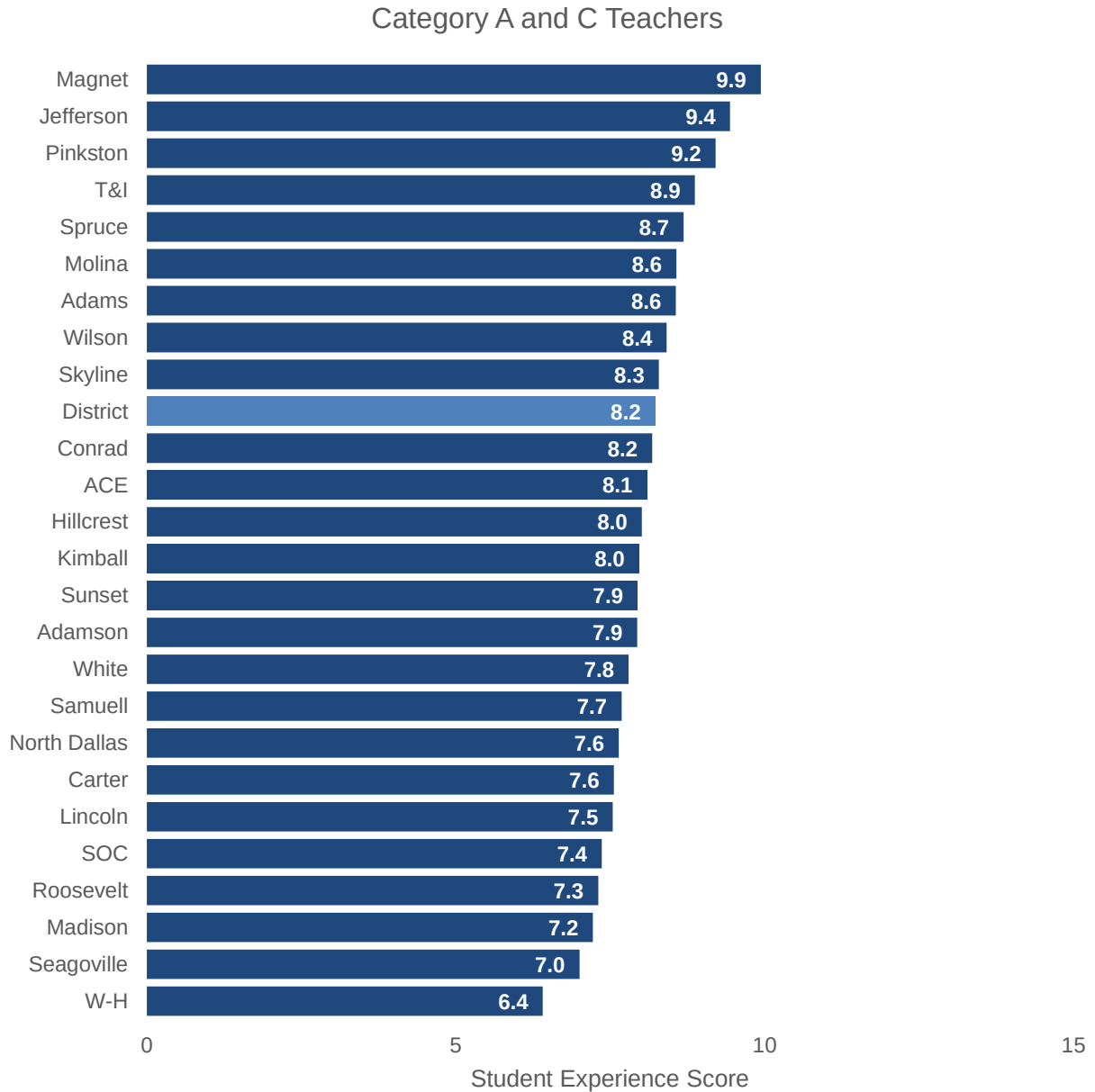


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 9,299$ teachers. ACE = Accelerating Campus Excellence. All teachers at a campus received the same number of base points (i.e., zero to five) for the *School STAAR* measure.

In addition, average student experience scores varied across feeder patterns. For Category A and C teachers, the average student experience score ranged from 6.4 (Wilmer-Hutchins) to 9.9 (Magnet), with a district average of 8.2 (Figure 50).

Figure 50: 2018-19 Average Student Experience Scores by Feeder Pattern

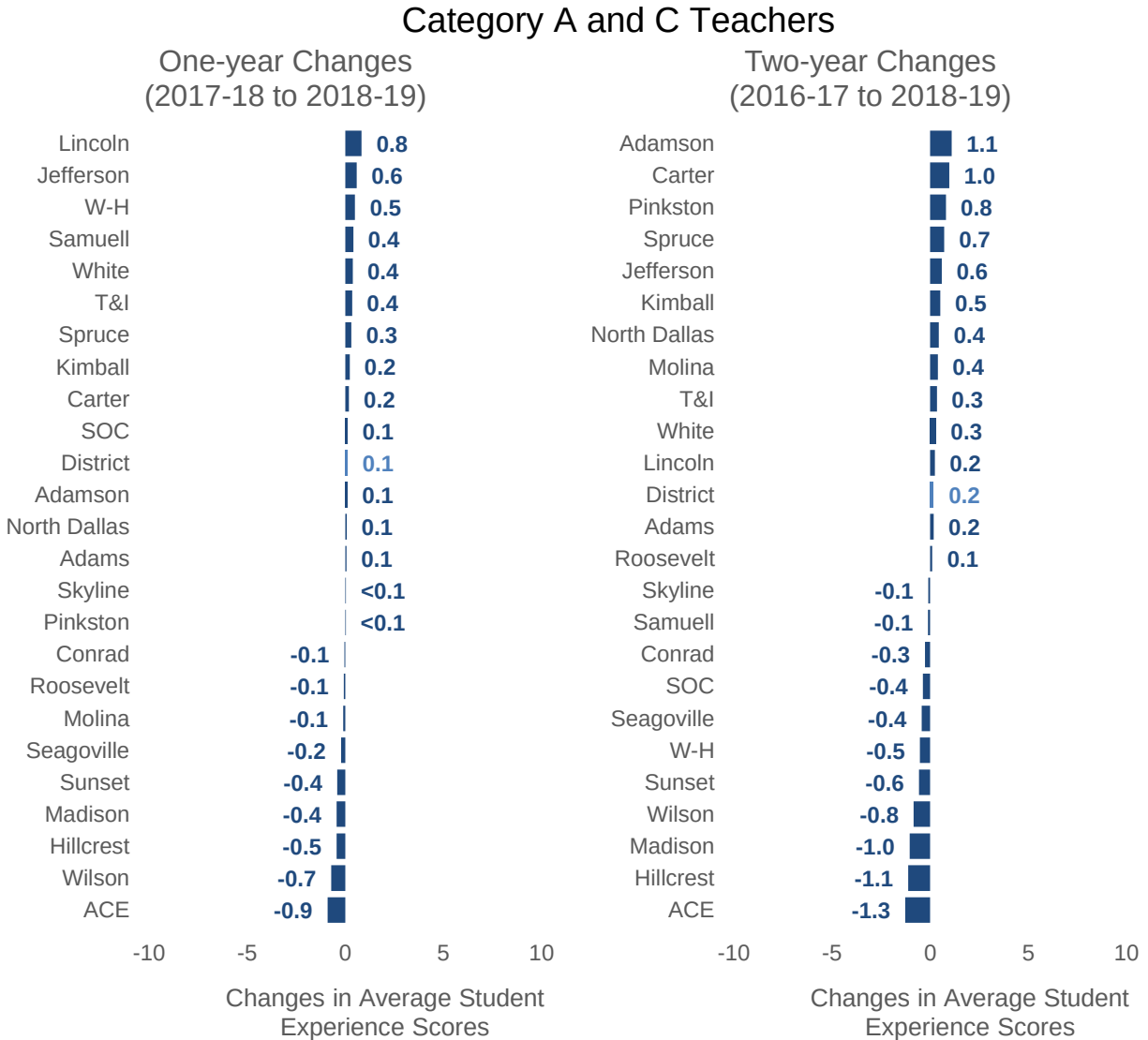


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 5,824$ teachers. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. Only Category A/C teachers received a student experience score. Maximum possible student experience score was 15.

The district average for student experience points remained consistent from 8.0 in 2016-17 to 8.2 in 2018-19. The points across feeder patterns were relatively consistent from 2016-17 (6.6-9.4) to 2018-19 (6.4-9.4), and the average student experience points fluctuated by one point or less for 21 of 24 feeder patterns from 2016-17 to 2018-19 (Figure 51).

Figure 51: One-year and Two-year Changes in Average Student Experience Scores by Feeder Pattern

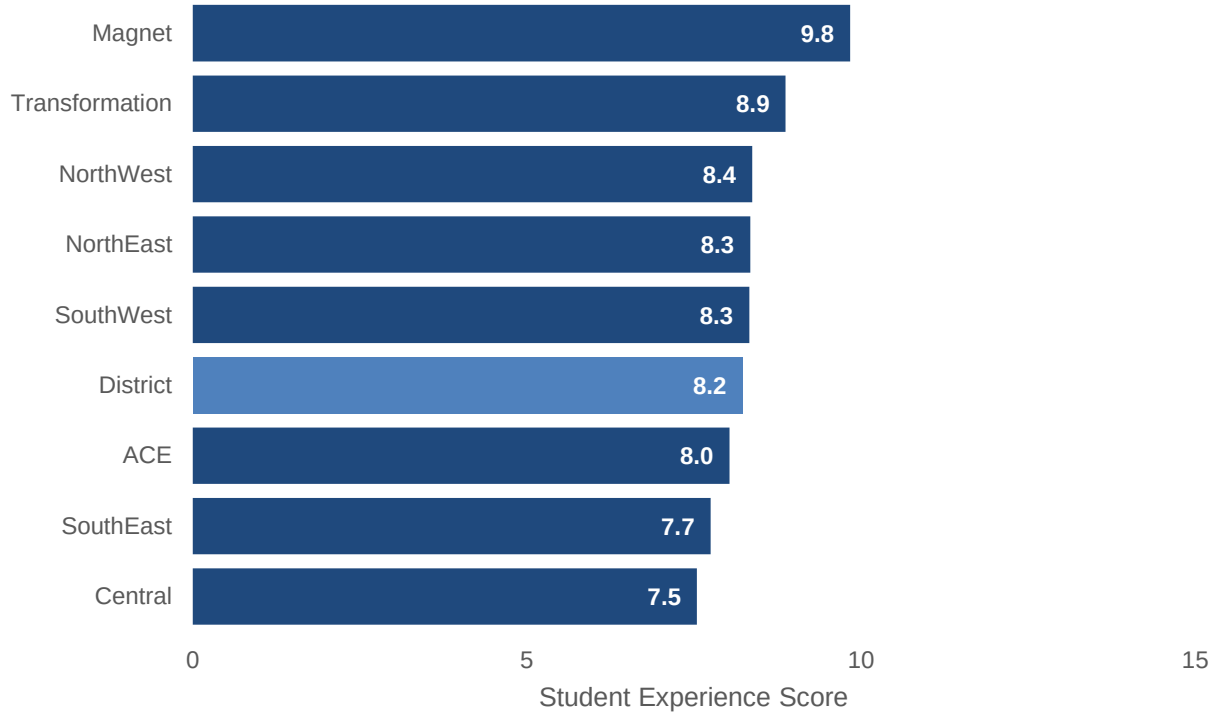


Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated September 24, 2019.

Note: T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence. Only Category A/C teachers received a student experience score. Maximum possible student experience score was 15.

As shown in Figure 52, average student experience scores by network ranged from 7.5 (Central) to 9.8 (Magnet).

Figure 52: 2018-19 Average Student Experience Scores by Network
Category A and C Teachers

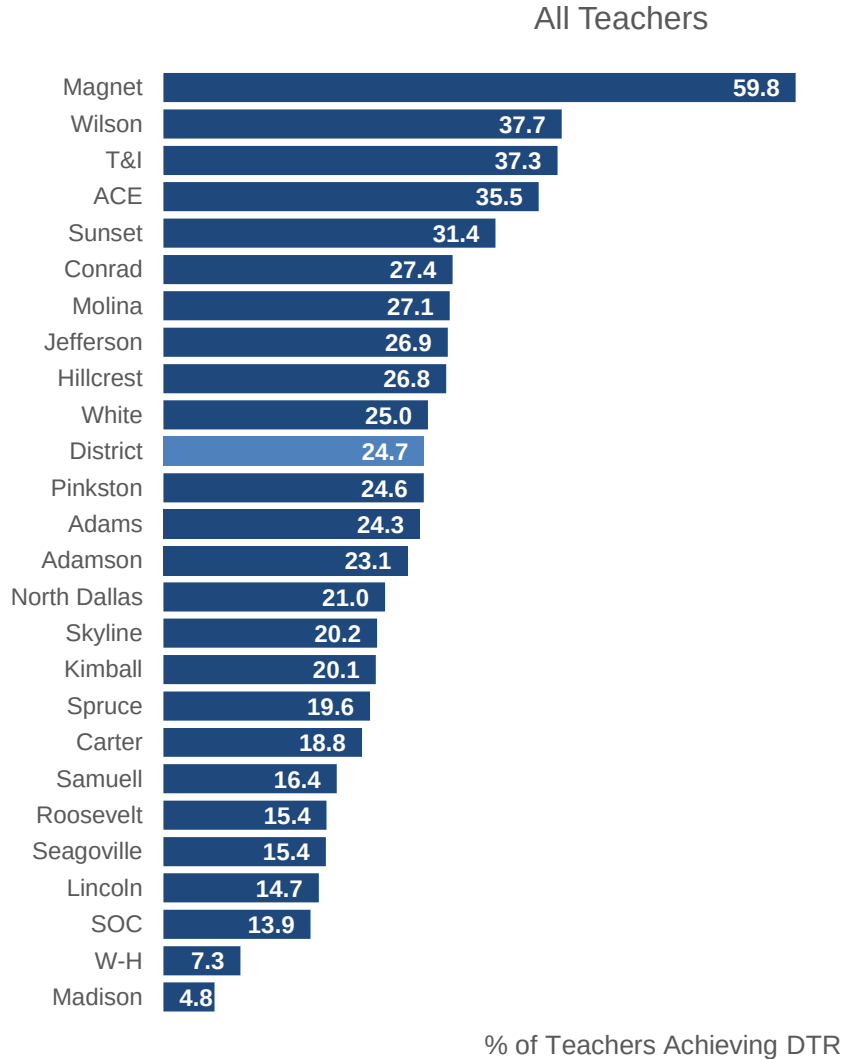


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 5,824$ teachers. ACE = Accelerating Campus Excellence. Only Category A/C teachers received a student experience score. Maximum possible student experience score was 15.

The percentage of teachers achieving DTR varied across feeder patterns (Figure 53). The percentage of teachers achieving DTR ranged from 4.8 percent (Madison) to 59.8 percent (Magnet), with a district average of 24.7 percent.

Figure 53: 2018-19 Percentage of Teachers Achieving DTR by Feeder Pattern

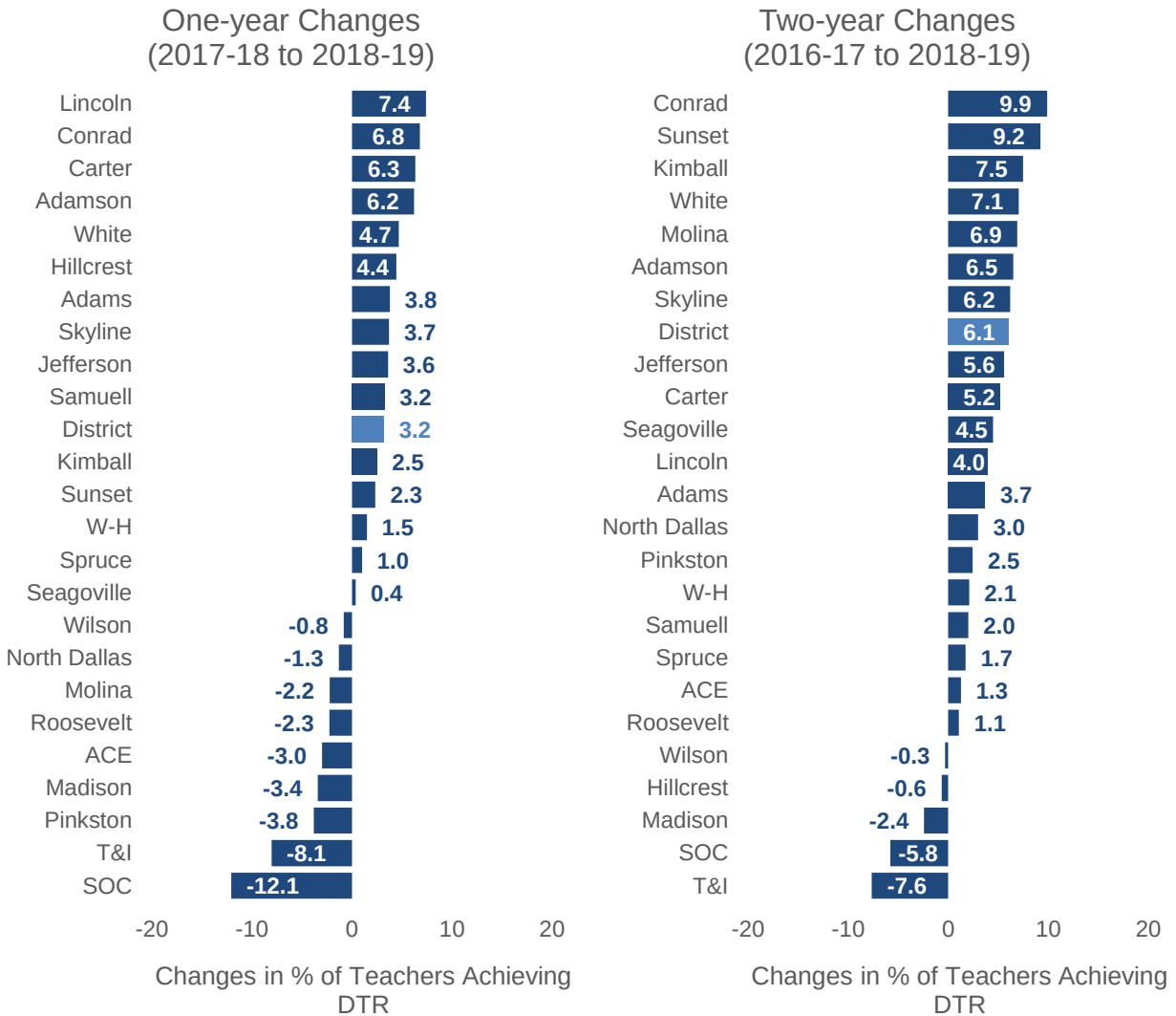


Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 9,441$ teachers. DTR = Distinguished Teacher Review. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence.

While the percentage of teachers achieving DTR status across feeder patterns from 2016-17 to 2018-19 varied widely, the overall percentage in the district trended upward from 19 percent in 2016-17 to 25 percent in 2018-19. In addition, from 2016-17 to 2018-19, the percentage of teachers achieving DTR status trended upward across 19 of 24 feeder patterns by at least 1.1 percentage points (Figure 54).

Figure 54: One-year and Two-year Changes in Percentage of Teachers Achieving DTR by Feeder Pattern

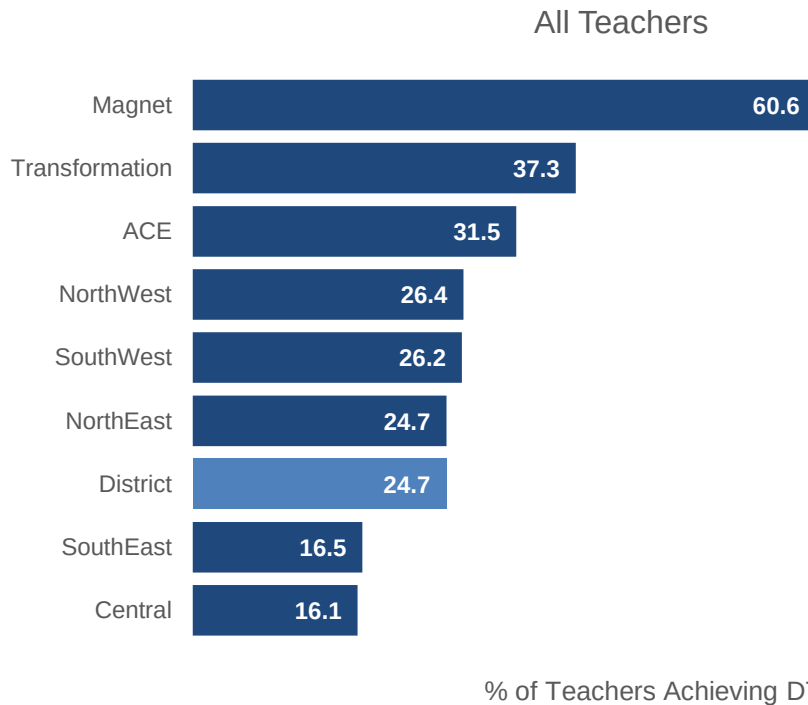


Source: 2016-17 and 2017-18 TEI results (Barton & Palladino, 2018; Barton & Featherston, 2019). Scorecard data file from Human Capital Management dated October 25, 2019.

Note: DTR = Distinguished Teacher Review. T&I = Transformation and Innovation. SOC = South Oak Cliff. W-H = Wilmer-Hutchins. ACE = Accelerating Campus Excellence.

As indicated in Figure 55, the percentage of teachers achieving DTR by network ranged from 16.1 percent (Central) to 60.6 percent (Magnet).

Figure 55: 2018-19 Percentage of Teachers Achieving DTR by Network



Source: Scorecard data file from Human Capital Management dated September 24, 2019.

Note: $n = 9,441$ teachers. ACE = Accelerating Campus Excellence.

What were the results of TEI by teacher groups?

Methodology

To examine the results of TEI (i.e., average summative performance evaluation score, average total student achievement score, average student experience points, and the percentage of teachers who achieved a Proficient I or higher evaluation rating) by teacher group, the evaluators merged the 2018-19 scorecard and Cornerstone data files from Human Capital Management dated October 25, 2019; the 2018-19 student survey data file from Office of Institutional Research dated June 19, 2019; and the district personnel file from April 11, 2019. Human Capital Management provided a list of teachers who received their certification through strategic pipelines⁴² and flagged teachers who were involved in each program. The results were summarized by (1) teacher retention status, (2) teacher type, (3) campus specialty, and (4) campus characteristics.

⁴² Strategic pipelines included teachers from Teach for America, Urban Teachers, Dallas Alternative Certification, and Tech Teach programs.

Results

Table 12 shows TEI results (i.e., summative performance evaluation score, total student achievement score, student experience score, and percentage of teachers receiving a Proficient I or higher evaluation rating) for each teacher group.

Like past years, teachers who remained in the district scored higher than those who left the district. First-year teachers and strategic pipeline teachers continued to perform notably below the district averages, indicating these teacher groups may need additional mentoring support. Specialty campuses (i.e., ACE, choice, and magnet campuses) also performed above the district averages for almost all categories. While teachers with at least a bachelor's degree scored better on average than teachers who received an effectiveness level below Proficient I, they scored lower on average than those who received an effectiveness level at Proficient I and above. While teachers who moved to a non-TEI position (e.g., campus instructional coach or campus administrator) accounted for two percent of all teachers, they generally scored higher than other retention groups. This indicated that strong teachers were promoted to leadership positions.

Lastly, teachers at majority White campuses performed better than teachers at majority Hispanic campuses and majority African American campuses. Teachers at majority White campuses also had higher averages than campuses with a failing accountability rating and the district average across all TEI-related measures. The average scores for teachers at majority Hispanic campuses were nearly identical to the district scores because 83 percent of teachers taught at majority Hispanic campuses. Teachers at majority African American campuses tended to score below the district average, but their summative performance evaluation scores were less than three points below teachers at majority Hispanic campuses. These results were similar to 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019).

Table 12: 2018-19 TEI Results by Teacher Group

Teacher Group	Summative Performance Evaluation Score		Total Student Achievement Score		Student Experience Points		Evaluation Rating (% Proficient I and above)	
	<i>n</i>	Mean	<i>n</i>	Mean	<i>n</i>	Mean	<i>n</i>	%
Teacher Retention Status								
Continued Teaching in the District	7,981	81.7	4,840	21.4	4,906	8.3	7,981	62.9
Left the District	1,242	73.6	783	18.5	788	7.4	1,242	44.7
Moved to Non-Teaching Position	197	85.6	128	20.8	130	9.1	197	77.2
Teacher Type								
Strategic Pipeline	177	64.0	152	17.8	129	7.1	177	22.6
First-Year	693	64.4	436	18.0	420	7.4	693	23.7
Bachelor's Degree	6,455	80.2	4,107	20.9	4,037	8.4	6,455	59.9
Master's Degree and Above	2,220	82.3	1,199	21.4	1,315	7.8	2,220	64.4
Below Proficient I Effectiveness Level	3,240	67.7	2,043	17.7	2,031	7.0	3,240	14.8
Proficient I, II, or III Effectiveness Level	5,884	86.9	3,514	22.5	3,589	8.7	5,884	84.2
Exemplary I or higher Effectiveness Level	296	96.2	194	28.8	204	11.8	296	99.7
Specialty Campuses								
ACE Campuses	396	82.4	255	22.3	196	8.1	396	69.2
Choice Campuses	725	81.7	438	21.7	285	8.4	725	66.2
Magnet Campuses	386	89.5	205	28.1	352	9.9	386	90.4
Campus Characteristics								
Failing Accountability Rating	241	74.6	152	14.2	116	7.3	241	33.2
Majority AA Campuses	1,228	78.1	637	18.5	641	7.6	1,228	50.7
Majority Hispanic Campuses	7,806	80.6	4,917	21.1	4,994	8.3	7,806	61.2
Majority White Campuses	125	90.1	99	29.6	70	8.3	125	95.2
District	9,420	80.6	5,751	21.0	5,824	8.2	9,420	60.8

Source: Scorecard data files from September 24, 2019, and Cornerstone data files from Human Capital Management from October 25, 2019. Student survey data file from Office of Institutional Research dated October 24, 2018. District personnel file dated April 11, 2019.

Note: ACE = Accelerating Campus Excellence. AA = African American. Data for teachers who received a "No Rating" effectiveness level are not included. Total student achievement scores only included Category A/B teachers. Magnet campuses only included teachers who taught at stand-alone magnet campuses. In 2018-19, campuses received an accountability rating of A, B, C, D, or F. Letter grades between A and D were considered passing. Strategic pipelines included teachers from Teach for America, Urban Teachers, Dallas Alternative Certification, and Tech Teach programs. Majority African American campuses had a greater number of African American students than Hispanic and White students combined. Majority Hispanic campuses had a greater number of Hispanic students than African American and White students combined. Majority White campuses had a greater number of White students than African American and Hispanic students combined. Teachers could belong to more than one group. Scores that met or exceeded the district for are in **blue bold**.

SUMMARY AND RECOMMENDATIONS

Summary

The Teacher Excellence Initiative (TEI) was a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 to boost student learning by improving teacher effectiveness. TEI replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence. Teachers are evaluated each year based on teacher performance, student achievement, and student experience surveys. TEI was supported by Dallas ISD General Operating funds. In 2018-19, the TEI administrative budget was \$440,000, and the budget for 2018-19 teacher salaries, teacher benefits, and expert stipends resulting from 2017-18 TEI results totaled \$553,563,586. A total of 9,585 teachers received TEI scorecards for the 2018-19 school year. This summary includes highlights of findings from the evaluation of the 2018-19 TEI program.

What were the results of the teacher performance component of defining excellence?

Spot Observations

Spot observation scores statistically and practically improved from the beginning (1.73-2.07) to the end (2.00-2.37) of the 2018-19 academic year.

Summative Performance Evaluation

The mean (80.3) and median (83.1) summative performance evaluation scores for the 2018-19 school year were almost identical, indicating teachers were performing better on average than Proficient. The overall summative performance evaluation score for middle school teachers (76.1) was significantly lower than for high school teachers (80.3) and elementary school teachers (81.4), but these practical differences were relatively weak. First-year teachers received the lowest average summative performance evaluation scores (60.6), and scores gradually trended upward with service years and plateaued between six and seven creditable years of service. Lastly, from 2016-17 to 2018-19, the average summative performance evaluation score trended upward from 75.7 to 80.3.

Relationship Between Spot and Summative Scores

Spot observation scores and summative performance evaluation scores were highly correlated. For each spot observation indicator, correlations with summative performance evaluation scores ranged from .68 to .74, indicating that summative scores were generally aligned with classroom observations.

What were the results of the total student achievement component of defining excellence?

Total Student Achievement

For both Category A/B and C/D teachers, first-year teachers earned the lowest average total student achievement scores. Scores for Category A/B teachers with three or more creditable years of service and for Category C/D teachers with two or more creditable years of service remained relatively consistent as years of service increased. These findings indicated more years of service did not necessarily

result in higher total student achievement scores. Lastly, from 2016-17 to 2018-19, total student achievement scores for Category A, B, C, and D teachers remained relatively consistent and differed by less than one point.

Teacher-Level Student Achievement

The average teacher-level student achievement scores were 13.8 for Category A and 13.8 for Category B. From 2016-17 to 2018-19, teacher-level student achievement scores for Category A and B teachers remained relatively consistent and differed by 0.4 points or less.

Student Learning Objective (SLO) Points

Most TEI-eligible teachers (93%) received SLO points, and 81 percent received the maximum number of points (five). From 2016-17 to 2018-19, the percentage of teachers who received the maximum number of SLO points trended upward from 75 to 81 percent.

Correlation among Student Achievement Measures

As teacher-level student achievement scores increased, base school STAAR scores increased for Category A ($r = .45$) and Category B ($r = .26$) teachers. As teacher-level student achievement increased, SLO points also increased, but the effect size for this relationship was relatively weak for both Category A ($\rho = .23$) and Category B ($\rho = .18$) teachers.

What were the results of the student experience component of defining excellence?

The average percentage of positive student survey responses was 88 percent for elementary core, 81 percent for elementary non-core, 70 percent for middle school, and 72 percent for high school teachers. However, the practical difference between these groups was relatively small. The lowest average percentage of positive responses was earned by teachers with zero creditable years of service (i.e., first-year teachers) and 19-25 creditable years of service (74%) and teachers with at least 26 creditable years of service (73%). The average percentage of positive responses peaked at six to seven creditable years of service and then gradually decreased as years of service increased. Lastly, from 2016-17 to 2018-19, the percentage of positive responses trended slightly upward for elementary school core (86% to 88%), elementary school non-core (79% to 81%), middle school (68% to 70%), and high school teachers (71% to 72%).

What were the correlations among the defining excellence components?

Summative Performance Evaluation and Total Student Achievement

In 2018-19, teachers with higher summative performance evaluation scores tended to have higher total student achievement scores (Category A/B: $r = .49$; Category C/D: $r = .38$). Furthermore, the Pearson r correlation between summative performance evaluation scores and total student achievement scores were either relatively consistent (Category A/B teachers: $r = .46$ in 2016-17 to $r = .49$ in 2018-19) or trended slightly upward (Category C/D teachers: $r = .29$ in 2016-17 to $r = .38$ in 2018-19) over time.

Student Experience and Total Student Achievement

Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores (Category A: $r = .28$; Category C: $r = .22$) in 2018-19, which was relatively consistent from 2016-17 (Category A: $r = .26$; Category C: $r = .23$).

Summative Performance Evaluation and Student Experience

Teachers with higher summative performance evaluation scores tended to have a higher percentage of positive responses on the student survey ($r = .38$). Furthermore, the Pearson r correlation between summative performance evaluation scores and percentage of positive student survey responses remained relatively consistent from .34 in 2016-17 to .38 in 2018-19.

What were the results of the Distinguished Teacher Review process?

A total of 2,259 teachers received DTR points. Most (93%) of these teachers successfully achieved a distinguished effectiveness level. These teachers represented 25 percent of all district teachers. The percentage of DTR teachers peaked between 11 and 13 creditable years of service (42%). From 2016-17 to 2018-19, the percentage of DTR teachers in the Dallas ISD increased from 17 to 25 percent.

What were the results of the rewarding excellence (compensation) component of TEI?

Evaluation Scores, Evaluation Ratings, and Effectiveness Levels

The average evaluation scores were 70.7 for Category A, 74.4 for Category B, 77.5 for Category C, and 79.5 for Category D teachers. Teachers with zero years of creditable service (i.e., first-year teachers) earned the lowest average evaluation score (60.6). The average evaluation score gradually increased as years of service increased and started to plateau between six and seven creditable years of service. The average evaluation scores for Category A, B, C, and D teachers trended upward from 2016-17 (67.9-75.2) to 2018-19 (70.7-79.5). Lastly, the largest percentage of teachers received an effectiveness level of Proficient I (41%).

Salary Increases

Because of a districtwide pay increase, most (99%) of the 7,063 full-time teachers with a TEI scorecard received a pay increase from 2018-19 to 2019-20. Teachers in every effectiveness level, on average, received a pay increase in 2018-19, and generally, teachers who received higher effectiveness levels in 2018-19 received higher salary increases for 2019-20 compared to those with lower effectiveness levels.

What were retention rates for teachers?

From 2016-17 to 2018-19, teachers with an effectiveness level below Proficient I left the district at higher rates than those at lower levels, indicating Dallas ISD retained effective teachers at higher rates than less effective teachers. At the same time, the overall teacher retention rate remained steady over the three years (13% in 2018-19, 15% in 2017-18, and 14% in 2016-17). Notably, by 2018-19, 93 percent of teachers that received an Unsatisfactory effectiveness rating in 2016-17 either left the district (74%) or improved

their effectiveness level (19%). Similarly, 73 percent of teachers who received an Unsatisfactory effectiveness rating in 2017-18 left the district (51%) or improved (22%) by 2018-19.

What were the results of TEI by high school feeder pattern and by network?

In 2018-19, the district average summative performance evaluation score was 80.3 (feeder pattern range: 74.6-89.5), and from 2016-17 to 2018-19, the average summative performance evaluation scores trended upward across almost all feeder patterns in the Dallas ISD. In addition, the average summative evaluation scores by network ranged from 76.9 (Southeast) to 88.9 (Magnet).

The average total student achievement score for Category A/B teachers was 21.0 (feeder pattern range: 14.4-28.1), and for Category C/D teachers was 14.4 (feeder pattern range: 10.5-16.2). For Category A/B teachers, the average total student achievement score remained consistent from 20.7 in 2016-17 to 20.7 in 2018-19 and trended slightly upward for 9 of 24 feeder patterns. For Category C/D teachers, the average total student achievement score trended slightly upward from 13.9 in 2016-17 to 14.4 in 2018-19 and trended slightly upward at 12 of 24 feeder patterns. In addition, the average total student achievement scores by network ranged from 19.2 (Central) to 28.0 (Magnet) for Category A and B teachers and from 13.3 (Southeast) to 16.2 (Magnet) for Category C and D teachers.

The district average base school *STAAR* points received was 2.7 (feeder pattern range: 1.3-4.1). The district average base school *STAAR* points remained relatively consistent from 2.6 in 2016-17 to 2.7 in 2018-19 and remained consistent or trended slightly upward at 11 of 24 feeder patterns. In addition, the average base school *STAAR* points ranged from 2.3 (Central) to 4.1 (Magnet).

The district average for student experience points remained consistent from 8.0 in 2016-17 (feeder pattern range: 6.6-9.4) to 8.2 (feeder pattern range: 6.4-9.4) in 2018-19 and fluctuated by one point or less for 21 of 24 feeder patterns from 2016-17 to 2018-19. Average student experience scores by network ranged from 7.5 (Central) to 9.8 (Magnet).

The percentage of teachers achieving DTR was 24.7 percent (feeder pattern range: 4.8%-59.8%). While there was large variation in the percentage of teachers achieving DTR status across feeder patterns from 2016-17 to 2018-19, the overall percentage in the district trended upward from 19 percent in 2016-17 to 25 percent in 2018-19. From 2016-17 to 2018-19, the percentage of teachers achieving DTR status trended upward across 19 of 24 feeder patterns by at least 1.1 percentage points. The percentage of teachers achieving DTR by network ranged from 16.1 percent (Central) to 60.6 percent (Magnet).

What were the results of TEI by teacher groups?

Like past years, teachers who remained in the district or moved to non-TEI positions performed better than those who left the district. First-year teachers and strategic pipeline teachers continued to perform notably below the district averages, indicating these teacher groups may need additional mentoring and support. Specialty campuses (i.e., ACE, choice, and magnet campuses) also performed above the district averages for almost all categories. While teachers with at least a bachelor's degree scored better on average than teachers who received an effectiveness level below Proficient I, they scored lower on average than those who received an effectiveness level at Proficient I and above.

Lastly, teachers at majority White campuses performed better than teachers at majority Hispanic campuses and majority African American campuses; they also performed higher than campuses with a failing accountability rating and the district average across all TEI-related measures. The average scores for teachers at majority Hispanic campuses were nearly identical to the district scores because 83 percent of teachers taught at majority Hispanic campuses. Teachers at majority African American campuses tended to score below the district average, but their summative performance evaluation scores were less than three points below teachers at majority Hispanic campuses. These results were similar to 2016-17 (Barton & Palladino, 2018) and 2017-18 (Barton & Featherston, 2019).

Two-Year TEI Trends (2016-17 to 2018-19)

Key trends from 2016-17 to 2018-19 are included in Table 13:

Table 13: Two-Year TEI Trends (2016-17 to 2018-19)

Trended Upward	Remained Consistent	Trended Downward
• Average summative performance evaluation scores • Percentage of teachers who received the max number of SLO points • Average evaluation scores • Percentage of DTR teachers	• Higher rate of low performing teachers than high performing teachers leaving the district • Total and teacher-level student achievement scores • Rate of teachers who left the district • Correlations among the TEI components	• Rate of Unsatisfactory and Progressing II teachers leaving the district

Source: 2016-17 TEI results (Barton & Palladino, 2018). Scorecard data file from Human Capital Management dated September 24, 2019.

Recommendations

- **Determine whether the increase in TEI scores from 2016-17 to 2018-19 was primarily a result of improvements in teacher performance or to administrator pressure to increase scores.** Summative evaluation performance scores, evaluation scores, the percentage of teachers who received the maximum number of SLO points, and the percentage of DTR teachers continued to trend upward from 2016-17 to 2018-19. Thus, TEI program staff members should determine whether improved teacher performance or administrator pressure to increase scores accounted for these increases. The answers could improve the ability of TEI to identify effective teachers.
- **Continue efforts to compensate teachers based on classroom effectiveness rather than a traditional tenure-based compensation system.** A larger percentage of low performing teachers have left the district compared to higher performing teachers from 2016-17 to 2018-19. Even so, from 2016-17 to 2018-19, the overall percentage of teachers who left the Dallas ISD has remained relatively consistent (range: 13-15%). Most notably, 93 percent of teachers who received an Unsatisfactory rating

in 2016-17 either left the district (74%) or improved their effectiveness level (19%) by 2018-19. Similarly, 73 percent of teachers with an Unsatisfactory rating in 2017-18 left the district (51%) or improved (22%). Across the last three years, creditable years of service has not been associated with higher scores on summative performance evaluation scores, total student achievement scores, rates of positive responses on the student survey, or evaluation scores.

- **Review TEI results to address possible inequities in the district.** Review of TEI data over the last three years has shown that first-year teachers and strategic pipeline teachers have performed below the district averages all three years. In addition, teachers at majority White campuses scored higher on average than majority Hispanic campuses, majority African American campuses, campuses with a failing accountability rating, and the district average on TEI-related measures, whereas majority African American campuses tended to score below the district average. Identifying the reasons that certain groups have performed below district averages on TEI-related measures may help address and remedy possible equity gaps.
- **Limit the number of first-year and strategic pipeline teachers at the lowest performing campuses and ensure the teachers receive adequate support and mentoring to improve their effectiveness levels.** As mentioned previously, first-year teachers and strategic pipeline teachers have performed below district averages the last three years. This highlights the need to limit placement of these teachers at the lowest performing schools and ensure the teachers receive adequate mentoring and support to be effective in the classroom.
- **Review the following findings to determine whether additional professional development or rubric calibration is needed for TEI:**
 - Compared to high school and elementary school teachers, middle school teachers earned lower summative evaluation ratings and a smaller percentage of positive responses on student survey.
 - Eighty-one percent of teachers received all five SLO points in 2018-19, an increase from 75 percent in 2016-17.
 - In general, weak to moderate correlations were found among the defining excellence components of TEI (i.e., summative performance evaluation, total student achievement, and student experience).
- **Use TEI data to determine which university and pipeline programs are producing the most effective teachers.** Now that the district has three years of TEI data, the data can be used to improve the screening process of possible new hires. Data should be reviewed by subject area and teacher type as much as possible. For example, some pipeline programs may be producing excellent mathematics teachers but may have mixed results for English teachers. Similarly, some may be producing excellent special education teachers but have mixed results for bilingual teachers. Success rates may also vary by school level.

REFERENCES

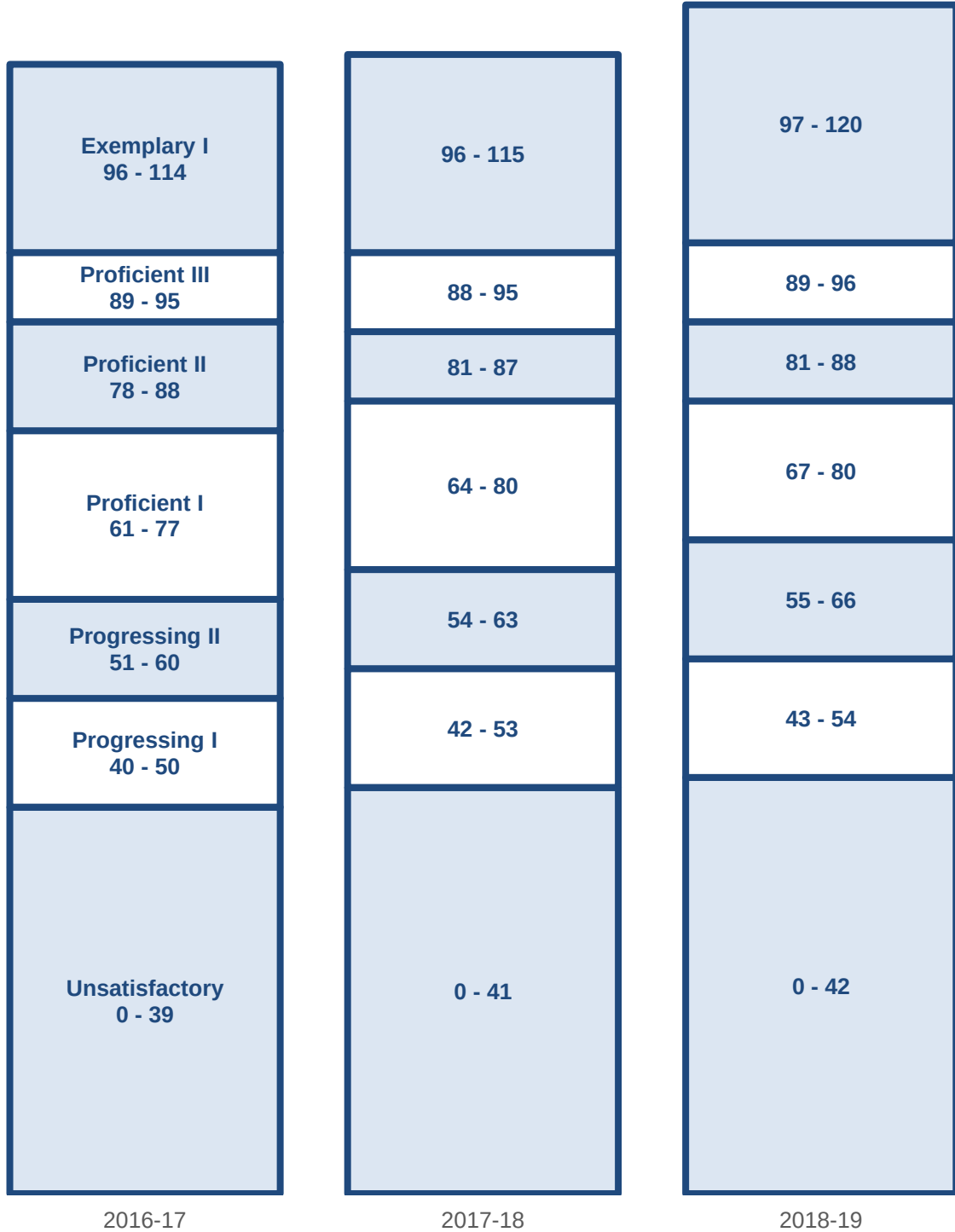
- Barton, M. & Featherston, L. (February 2019). 2017-18 Evaluation of Teacher Excellence Initiative (TEI).
Dallas, TX: Dallas Independent School District.
- Barton, M. & Palladino, D. (February 2018). 2016-17 Evaluation of Teacher Excellence Initiative (TEI).
Dallas, TX: Dallas Independent School District.

APPENDICES

Appendix A

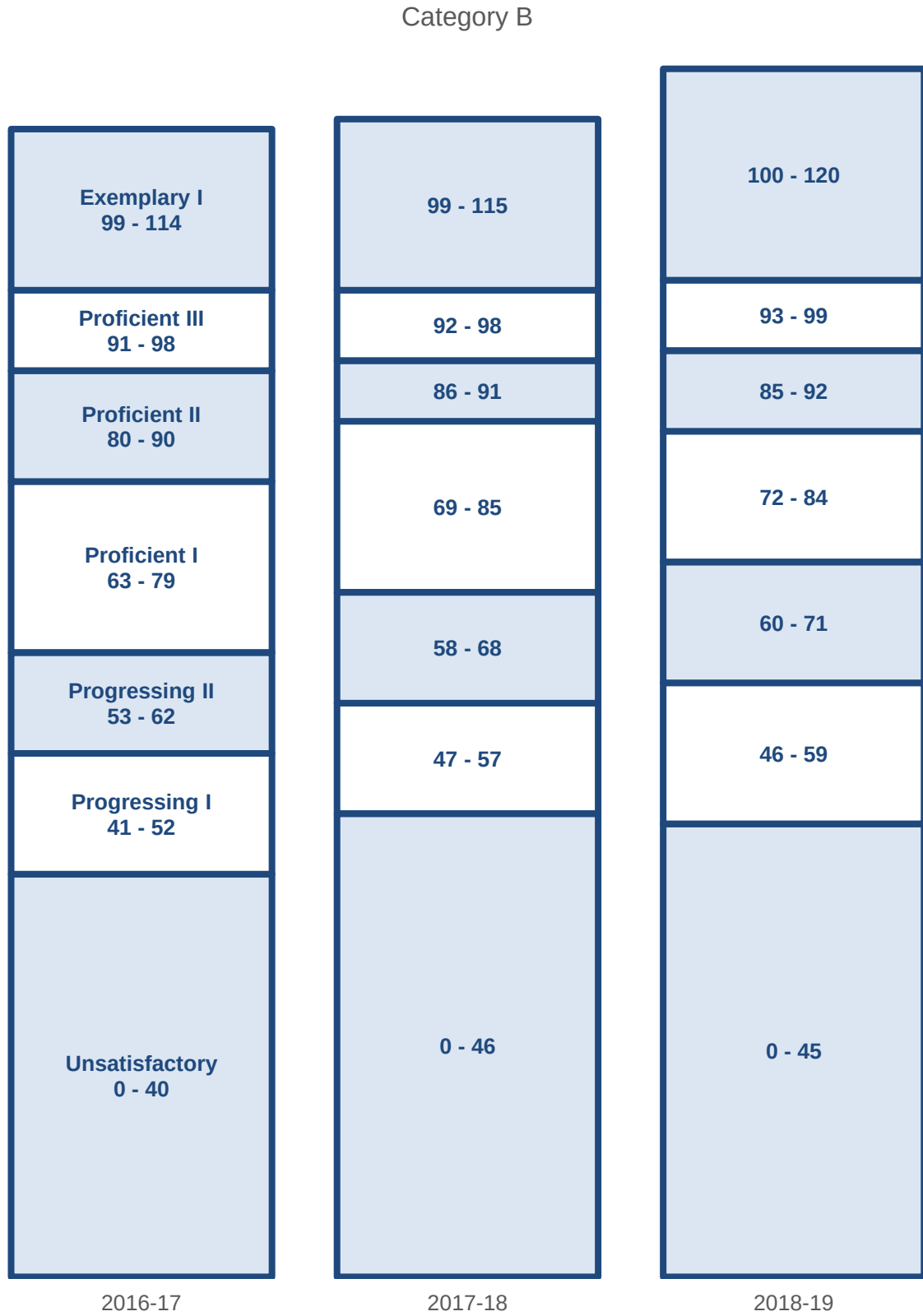
Appendix A, Figure 1: 2016-17 to 2018-19 Evaluation Rating Cut Points for Category A Teachers

Category A



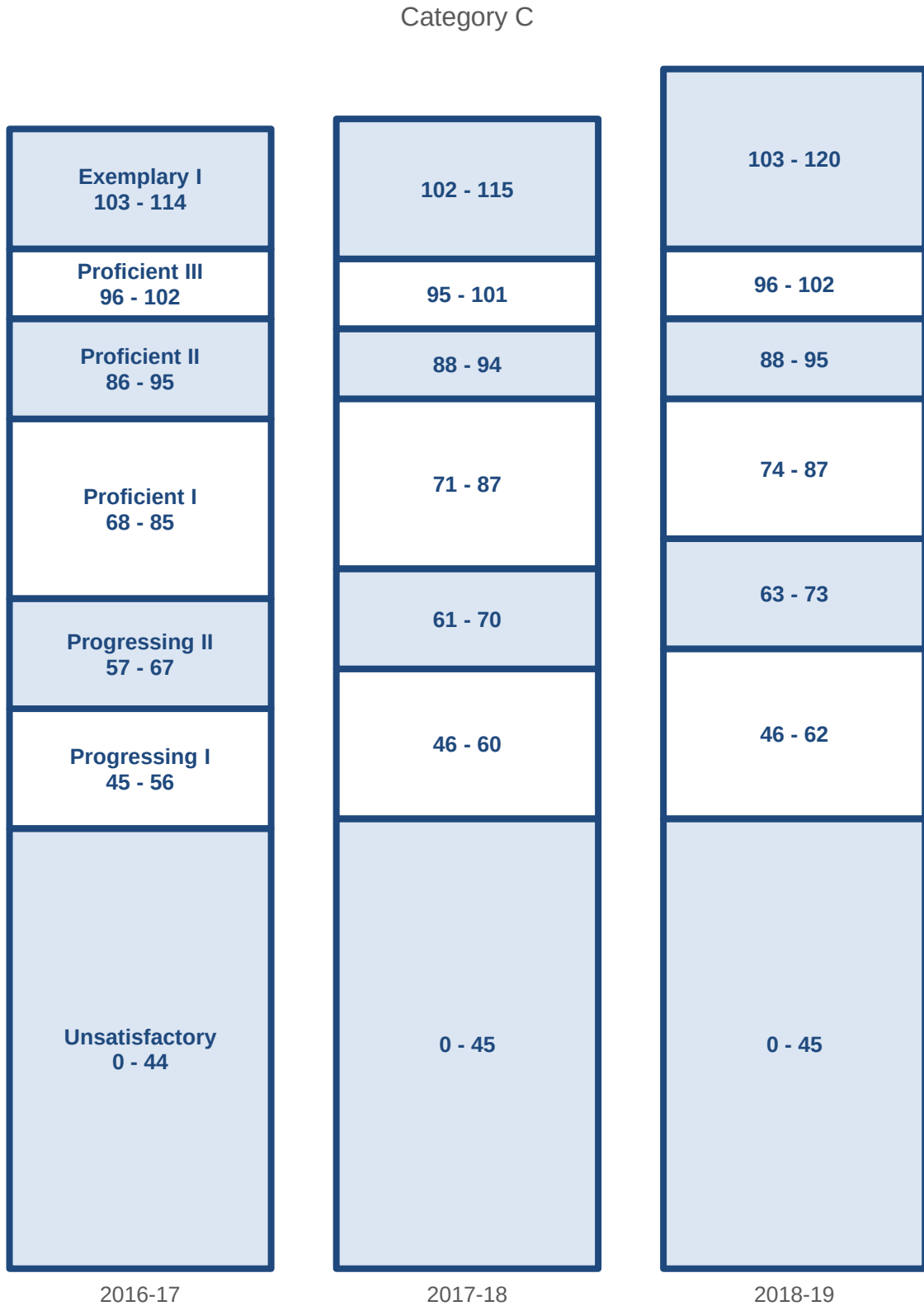
Source: 2016-17, 2017-18, and 2018-19 Category Cut Points document from Human Capital Management.

Appendix A, Figure 2: 2016-17 to 2018-19 Evaluation Rating Cut Points for Category B Teachers



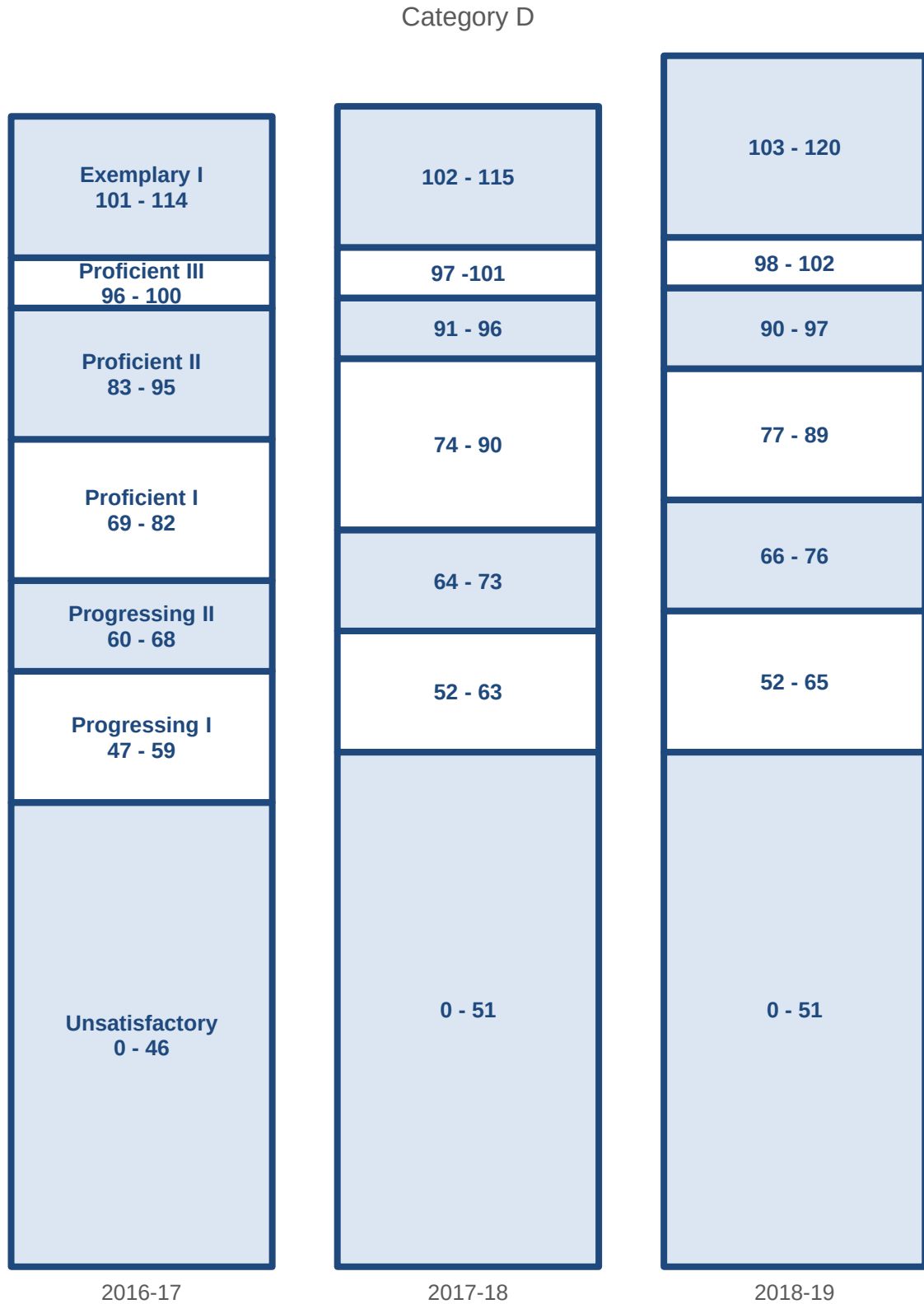
Source: 2016-17, 2017-18, and 2018-19 Category Cut Points document from Human Capital Management.

Appendix A, Figure 3: 2016-17 to 2018-19 Evaluation Rating Cut Points for Category C Teachers



Source: 2016-17, 2017-18, and 2018-19 Category Cut Points document from Human Capital Management.

Appendix A, Figure 4: 2016-17 to 2018-19 Evaluation Rating Cut Points for Category D Teachers



Source: 2016-17, 2017-18, and 2018-19 Category Cut Points document from Human Capital Management.